DOCUMENT RESUME

ED 340 807 UD 028 479

AUTHOR Brooks, Pauline E.; Herman, Joan L.
TITLE LA's BEST: An After School Education and Enrichment Program. Evaluation Report.
INSTITUTION California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS AGENCY City of Los Angeles, CA. LA's BEST Program.
PUB DATE 31 Jul 91
CONTRACT L901009
NOTE 207p.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC09 Plus Postage.
DESCRIPTORS After School Education; *After School Programs; Compensatory Education; Elementary Education; *Elementary School Students; *Enrichment Activities; Program Development; Program Evaluation; Recreational Activities; School Community Relationship; School Districts; Urban Schools; *Urban Youth
IDENTIFIERS *Los Angeles Unified School District CA

ABSTRACT

An after-school program for elementary students, LA's BEST, in Los Angeles (California) that was planned and implemented by local civic, education, and community leaders was evaluated in 1990-91. The program intends to provide a safe environment that fosters students' academic, physical, social, and emotional growth; and promotes future business, civic, and community leadership among students. The program is offered free to families at 19 elementary schools located throughout the school district. Findings indicate that compared to the previous year the results are as follows: (1) LA's BEST has successfully added four new sites; (2) more sites offer more major program components; (3) more sites offer a broader array of activities within each of the individual major program components; and (4) there are fewer weak sites and more solidly-operating and strong programs. With respect to major program goals the program is providing the following: (1) a safe environment for students; (2) enhanced educational opportunities; (3) educational enrichment activities; (4) recreational activities; and (5) interpersonal skills and self-esteem development. Statistical data are included in 30 tables and 14 figures. Five appendices provide a description of program staff, copies of instruments and correspondence, a program schedule, a list of special enrichment activities, and data on gang crime. Also included are five references. (JB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED340807

CSE

UCLA Center for the Study of Evaluation

Evaluation Report

July 31, 1991

LA's *BEST*
an After School Education and Enrichment Program

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
J. Herman
UCLA, Educ/CSE
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☒ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

BEST COPY AVAILABLE

Evaluation Report

July 31, 1991

LA's *BEST*
an After School Education and Enrichment Program

By

Pauline E. Brooks
Joan L. Herman

Center for the Study of Evaluation
UCLA Graduate School of Education

The research reported herein was conducted with support from The City of Los Angeles, **LA's *BEST*** Program, pursuant to Grant No. L901009. However, the opinions expressed do not necessarily reflect the position or policy of this agency and no official endorsement by this agency should be inferred.

Acknowledgements for Data Collection, 1990-91

Special thanks to Kang Yan, Judy Miyoshi, and Katharine Fry. This study could not have been so easily completed without Kang's diligent and speedy data entry work and statistics, and Judy's day-to-day coordination, organizational efforts, and documentation preparation. Katharine very patiently and professionally provided invaluable assistance with editing this document. Thanks also goes to the Research Assistants/Data Collectors:

Phase I
(November 14, 1990 - February 15, 1991)

Monica Chi
Elma Dinkins
Maricela Djalili
Jeanne Dreyfus
Theresa Flores
Shari Golan
Rhoda Jenkins
Sherrelle Kirkland
Jennifer Lim
Amina Mahamaud
Patrena Miller
Joel Munoz
Olga O'Donnell
Elizabeth Valdes
Rosa Valdes
Bang Vu
Estella Williams
Aileen Woodson
Meraj Yunus

Phase II
(February 15 - July 31, 1991)

Elma Dinkins is a retired public school teacher and administrator who continues to tirelessly work on behalf of children's education.

Jeanne Dreyfus, a graduate student at UCLA's Graduate School of Education, coordinated much of the Phase II effort in the field.

TABLE OF CONTENTS

		Page
LIST OF TABLES		vii
LIST OF FIGURES		x
EXECUTIVE SUMMARY		xi
CHAPTER 1:	INTRODUCTION AND OVERVIEW	1
	Program Overview	1
	Administrative Overview	1
	Who Participates in the LA's *BEST* Program?	4
	Goals of LA's *BEST*	6
	Content of On-Site Programs	7
CHAPTER 2:	EVALUATION METHODOLOGY	9
	About This Report	9
	Evaluation Goals	9
	Method	11
	Design and Strategies	11
	Procedures for Interviewing Participants	14
	Return Rates for Completed Questionnaires	15
CHAPTER 3:	RESULTS: A DESCRIPTIVE PICTURE OF THE LA's *BEST* PROGRAM	19
	Who Is Served by the Program?	19
	Recruitment, Enrollment, and Attendance	19
	Student Demographics	23
	Characteristics of Participating Families	24
	What Does the LA's *BEST* Program Offer?	28
	The Daily Program	28
	Staff Background Characteristics	34
	On-Site Staff (Excluding High School Aides)	34
	High School Aides	36
	Community Representatives	41
	Field Coordinators and Regional Recreational Directors	41

CHAPTER 4:	RESULTS: PERCEIVED QUALITIES AND EFFECTS OF THE PROGRAM	43
	Liking and Valuing of the Program	43
	Children's Feelings About the Program (Grades 3-6)	43
	Valuing of the Program by Other Participants	50
	Indicators of Program Effectiveness	53
	Perceived Effectiveness of Major Component Areas	53
	Indicators of Program Impact	55
	Teacher's Perceptions of LA's *BEST* Compared with Non-LA's *BEST* Children in the Classroom	55
	School Performance (Grades and Attendance)	58
	Parents' Perceptions of Effects on Participating Children	60
	What Impact Does the Program Have on Parents/Families?	61
	What Impact Does the Program Have on Staff?	62
CHAPTER 5:	TOPICS OF SPECIAL INTEREST AND PARTICIPANTS' SUGGESTIONS FOR IMPROVEMENT	69
	Topics of Special Interest	69
	Safety	69
	Community Representatives, Recruitment, and Attendance	75
	School-Based and Non-School-Based Supports for the On-Site Program	77
	Staffing Issues	81
	Staff Training	83
	Participants' Suggestion for Program Improvements	91
	Programming	91
	Materials/Resources	91
	Communication	92
	Administration	92
CHAPTER 6:	CONCLUSIONS AND RECOMMENDATIONS	95
	Conclusions	95
	To What Extent is *LA's BEST* Meeting Its Goals?	96
	Recommendations	99
	Staff Training	99
	Safety	101
	Communication/Collaboration	102

Parent Involvement 102
Nutrition 103
Maintain Current Records 103
Evaluation 104
Summary 105

REFERENCES 107

Appendix A: Program Staff

Appendix B: Instruments and Correspondence

Appendix C: Program Schedule

Appendix D: Special Enrichment Activities

Appendix E: Gang Crime Data

LIST OF TABLES

		Page
Table 1	Characteristics of Schools Participating in ***LA's BEST*** (1990-1991 School Year)	5
Table 2	Planned Goals and Objectives for ***LA's BEST***	6
Table 3	Basic Education and Enrichment Activities for ***LA's BEST***	8
Table 4	Evaluation Questions Guiding the Study	10
Table 5	Data Sources and Approaches for the 1990-91 Evaluation Study	13
Table 6	Types and Numbers of Questionnaires Completed and Returned	16
Table 7	1990 School Survey: Enrollment, Drop-outs, Waiting Lists, and Daily Average Attendance (ADA) for ***LA's BEST*** Students	21
Table 8	Selected Descriptive Characteristics of ***LA's BEST*** Children, 1990-1991	23
Table 9	Selected Descriptive Characteristics of ***LA's BEST*** Parents	25
Table 10	Parents' and Children's Responses Concerning After-School Routine in Absence of ***LA's BEST*** in 1989-90 and 1990-91	27
Table 11	Types of Activities Offered at Different Program Sites	31
Table 12	*School Survey* Reports on Method of Exiting the Program	33
Table 13	***LA's BEST*** Staff Background Characteristics	35
Table 14	Distribution of ***LA's BEST*** High School Aides	37
Table 15	***LA's BEST*** High School Aides' Plans for the Year After High School Completion	38
Table 16	Children's Self-Reported Changes in Liking of Regular School	49
Table 17	Parent, Principal, and Site-Coordinator Perceptions Concerning the Expansion of Program Services	51
Table 18	***LA's BEST*** Similarities to Regular School	52
Table 19	Participants' Mean Ratings of Perceived Program Effectiveness	54
Table 20	Distribution of Classroom Teacher Questionnaires Returned	55
Table 21	Grade Point Averages (GPAs) from ***LA's BEST*** Children's Cum Files 1989-1990 and 1990-1991	59

Table 22	Program Impact on the Family as Perceived by Parents	62
Table 23	On-Site Staff's and High School Aides' Percent Ratings of Their Work Environment	63
Table 24	***LA's BEST*** High School Aides' Activities in the Absence of the Program	65
Table 25	Verified Gang Activity Within Police Divisions of the City of Los Angeles, 1987-90 for Selected ***LA's BEST*** Sites	74
Table 26	LAPD Arrests in Districts Surrounding Selected ***LA's BEST*** Schools, July-September, 1990	75
Table 27	On-Site Staff's Perceptions of Program Support by Other Groups	80
Table 28	Principals' and Site-Coordinators' Mean Ratings of Staff Preparedness	83
Table 29	High School Aides' Description of Training Received, by School Site and Months Employed	85
Table 30	Mentors to High School Aides by Job Title	90

LIST OF FIGURES

		Page
Figure 1	***LA's BEST*** Organization Chart	2
Figure 2	Program/Activity Offerings Reported by Site Coordinators	30
Figure 3	High School Aides and the Number of Their Close Friends Planning to Attend College or Other School	39
Figure 4	Mean Ratings by Children for 1989-1990 and for 1990-1991 Concerning Their Liking of Specific Program Components	44
Figure 5	Staff Ratings of Children's Behavior and Attitudes During the Program	48
Figure 6	Regular Classroom Teachers' Ratings of ***LA's BEST*** vs. Non-***LA's BEST*** Students	57
Figure 7	Parents' Mean Ratings of Program Impact on Children	60
Figure 8	***LA's BEST*** High School Aides' Affective View of Their Experience with the Program	66
Figure 9	***LA's BEST*** High School Aides' Self-Reported Learning Experiences as a Result of Employment with the Program	67
Figure 10	Children's Mean Responses Concerning Feeling Safe	70
Figure 11	Principals' Perceptions of Program Support by Other Groups	77
Figure 12	Staff Perceptions of Program Support by Other Groups	78
Figure 13	Site Coordinators' Perceptions of Program Support by Other Groups	78
Figure 14	Ratings of Staffing Problems as Perceived by Site Coordinators	81

EXECUTIVE SUMMARY

Evaluation Report of the LA's *BEST* After School Education and Enrichment Program*

UCLA Center for the Study of Evaluation
September 9, 1991

Planned and implemented by the Mayor of Los Angeles, the Superintendent of the Los Angeles Unified School District (LAUSD), and an Educational Council of leaders from business, labor, government, education, and the community, **LA's *BEST*** is an after-school program for elementary students. The basic intent is to provide a safe environment which fosters students' academic, physical, social and emotional growth and promotes future business, civic, and community leadership among these students. The program currently is offered free of charge to families at 19 elementary schools located throughout the eight regions of LAUSD.

Conducted by the UCLA Center for the Study of Evaluation, the 1990-91 **LA's *BEST*** evaluation study portrays different aspects of the program based on data collected at various points during the school year. Phase I data collection occurred November 14, 1990 through February 15, 1991 and Phase II, March through July, 1991.

The combined findings from Phase I and Phase II suggest that this year's **LA's *BEST*** program exhibits substantial growth compared with last year's program:

- **LA's *BEST*** has successfully added four new sites;
- Proportionally, more sites offer more major program components;
- Proportionally, more sites offer a broader array of activities within each of the individual major program components;
- Proportionally, there are fewer "weak" sites in this year's program and more solidly-operating and strong programs.

According to parents, children, regular classroom teachers, principals, and on-site staff, **LA's *BEST*** is successful in creating environments in which children experience a much larger world. This after-school program creates a chance for children to learn about what it means to feel safe outside their own homes. Children receive assistance with their school work. They engage in educationally enriching activities and have opportunities to experience and explore the larger community which lies beyond their immediate neighborhoods. These children also have the opportunity to play freely with peers in outside areas and to engage in social interaction with children of different ages and with caring adults.

Study findings with regard to each major program objective are summarized below, followed by recommendations for program improvement.

---

* A full technical report of this study, entitled *Evaluation Report of **LA's BEST**: Better Educated Students for Tomorrow* (1991), is available upon request.

To What Extent Is LA's *BEST* Meeting Its Goals?

GOAL 1: To provide a safe environment for students. Broadly, the **LA's *BEST*** program is meeting its goal of providing a safe environment for students. Children felt significantly safer in the program sites than in their own neighborhoods. As one fifth-grade girl put it, *"I don't have to worry about anyone bothering me."*

Safety, however, remains a prime issue in need of continuing attention. Gang activity is prevalent in some of the neighborhoods surrounding program sites and children frequently mentioned gangs, guns and shootings when describing safety issues in their communities. According to the Community Resources Against Street Hoodlums (CRASH) unit of the Los Angeles Police Department (LAPD), there are approximately 500 gangs having a combined membership of 50,000 in the City of Los Angeles.

Generally, students were enrolled and supervised for the entire daily program, although some children did leave the program not in the company of an adult. In most instances, sites have followed **LA's *BEST*** policies concerning controlled entrance and exits. However, a few sites consistently experienced problems, particularly with controlled exit.

Although late pick-ups have not been a continuing problem at most sites, a minority of sites experience such problems on an almost daily basis.

GOAL 2: To provide enhanced educational opportunities. Compared to last year's findings, there appeared to be great growth in this area. In this year's study, all sites provided homework assistance, a quiet study period, and/or other "school-work" related activities. The percentage of sites reporting "school-work" activities increased over the past year. There was also an increase in the average number of "school-work" activities offered at each site, for instance, reading for pleasure, storytelling, etc. The majority of sites reported that they provided tutoring assistance, computer instruction, reading, and science.

Parents reported that their children showed positive changes in their communication skills, use of the English language, self-confidence, and talkativeness/social skills. Participating children generally felt that they were learning in the program. A fourth-grade girl's comments are representative of the responses most commonly given by children to questions about their feelings toward the program: *"I like it because they help me do my homework. Teaches me new things. When I am in **LA's BEST**, I learn more."*

GOAL 3: To provide educational enrichment activities. All of the 14 program sites completing the *School Survey* indicated that they provided educational enrichment activities to supplement the regular education program, though there was great variability in enrichment offerings across the different sites. There were many more field trips this year compared to last year, and children expressed great pleasure with the new performing arts component which frequently included field trips, storytelling, music, and dance. Field trips were assigned the highest ratings by children, parents, and principals.

Eighty-three percent (83%) of the children reported liking school more as a result of participating in the program. Children's end-of-year grades showed a general increase in academic achievement over their preceding year's grades; however, since no comparison groups were used, the cause for this academic trend among **LA's *BEST*** children could not be ascertained.

GOAL 4: To provide recreation activities. *School Survey* data indicate that recreational goals were largely being achieved: 13 of the 14 responding sites offered ball sports; 10 offered games, gymnastics, and/or skating; three sites provided other types of recreational opportunities. As was found last year, specific physical activities and skills clinics were less frequent than traditional group sports. Children often included sports on their list of things that they liked about the program.

GOAL 5: To provide interpersonal skills and self-esteem development. Results indicated that individual site programs were making progress toward achieving a social "success" environment wherein students could develop friendships, positive relations with authority figures, and increase their feelings of self-esteem and self-worth. Based on their own reports, children's relationships with program staff were stronger this year than last. One child's comment reflected the attitude most frequently expressed: *"I like the way they treat me"* (boy, 4th grade). Virtually all children stated that they had best friends attending the program.

One fifth-grade student's comment about the program summarizes **LA's *BEST's*** general success in meeting its objectives: *"I like it; it is for good me; it helps me to do my homework and learn new things."*

Other General Findings

High School Aides reported that they benefited from the program in numerous ways: They experienced a positive relationship with the adult staff, felt that they played an important role in the program, felt that they were helping both the children and their community, and judged that they had learned a lot about successfully working with children. They reported that their work with the program has, on average, substantially increased their sense of responsibility, self-confidence and patience. Forty percent (40%) of those asked about the impact of the **LA's *BEST*** experience on their future plans indicated that they had begun to think about going into teaching as a career; 47% had begun to think about another type of child-related or community-related career.

Parents reported a number of benefits as a result of program participation: One-fourth of families reported an increase in the amount of family time and amount of talk- and fun-time they spend with their child; half experienced increased attentiveness, greater productivity during the work day, and reduced money worries; and four-fifths experienced a lessening of evening stress levels and battles over homework.

Site-Coordinators reported problems with staff turnover. This is reflected in the data on length of staff tenure: one-third of **LA's *BEST*** on-site staff (excluding High School Aides) have been with the program for six months or less, 20% for 7-12 months, 26% for 13-24 months, and 21% for 25 or more months. High School Aides, excluded from the preceding figures, comprise one-third of **LA's *BEST*** staff and have even less tenure and less experience.

Five Community Representatives (CRs) serve three sites: two CRs at two sites, one CR at the third site. Having responsibility for increasing student enrollment and conducting follow-up on student attendance, these CRs were found to be performing a variety of other functions, depending on the program site: they served as leaders for groups of children, handled disputes and/or other minor problems, monitored parent sign-outs, and routinely made parent contacts. Commenting on the current activities of the CRs, one administrator who works with the CRs wrote: *"[the CR] is a calming force in a gang-infested neighborhood; she helps bring back attendance after gang shootouts."* At CR sites,

official enrollment and average daily attendance will need further examination over a longer period of time, and contextual factors (e.g., neighborhood crime, gang activity, support or lack of support by key school and program personnel, the actual roles assigned to CRs by the individual sites, etc.) will have to be considered in assessing the effectiveness of the CRs.

Recommendations

While the study findings suggest major areas of success for **LA's *BEST***, they also indicate areas in continuing need of attention. These include:

Staff Training. Because staff quality and program quality are inextricably related, staff training is key to strengthening weaknesses which exist at some sites.

- Design and implement a highly organized, year-long, regularly scheduled staff training component which has specific goals and objectives.
- Continually work at building staff's teaching skills and methods for presenting motivating, age-appropriate activities.
- Train staff in constructive strategies for disciplining children and, in general, increase staff's management skills. Consider a staff exchange program.

Instructional Activities. In addition to training to strengthen staff capacity to facilitate motivating and effective activities for students, the program may want to consider other innovations to extend its effects. For example,

- Make available voluntary take-home activities for those children who want them over the weekends.

Safety. Explore additional avenues for bolstering security at the sites. Consider extending the after-school day to 6:30 p.m.

Communication/Collaboration. Facilitate more open communication among staff, and between staff and the broader school community. Poll parents to ascertain if they really do want some sort of informal feedback system concerning their children's progress in the program.

Parent Meetings. Hold evening meetings (beginning about 7:00 p.m.) for parents; try using parents' own homes. Establish a table or center at each site for parent information.

Nutrition. More food! Continue to push for improvements in the *quality* of the food, as well, including lots of fresh fruit and vegetables, small sandwiches, and pure fruit juice. Add children's vitamins (excluding those with extra iron, in case of accidental overingestion).

Maintain Current Records. Design and implement a means to maintain accurate parent telephone numbers, addresses, etc. Develop some sort of easy system to track the names and numbers of children who have been with the program for one year, two years, three years, etc.

Evaluation. Expand the evaluation methodology to include more qualitative and statistical studies. Include case studies to monitor children's progress once they have graduated from the program, and use control groups for statistical comparisons.

Explore the *prevention function* of the **LA's *BEST*** program: In what ways does the program serve to *prevent* low self-esteem, gang affiliation, academic or social failure?

Clarify the finding that different cultural groups net different benefits from the program. Use these findings to enhance the effectiveness of the program with respect to these different cultural groups. Relate attendance issues such as absences, drops, and average daily attendance to the school-wide transiency rates (are some sites not full because children change schools a lot?).

Closely evaluate next year's efforts to train staff: evaluate for relevance of training, implementation, and outcome effects. Do more direct observation of the day-to-day actions of the program, including observations of efforts by staff to integrate new training into their practices at the school site.

Summary

In summary, this year's study indicates that the program is largely meeting its objectives and has shown substantial growth from last year. These are not meager accomplishments for an after-school education program within the neighborhoods presently served by the **LA's *BEST*** program: The communities in which these children live do not normally offer these chances. Gang activity, drugs, guns and shooting, poverty, the absence of community recreational facilities, and a general sense that one's life is not necessarily valued by others are too often the norm. **LA's *BEST* 's** success in creating these new opportunities for this population underscores the strong and continuing need for this type of educationally active program for the children of Los Angeles.

Recommendations have been made to support this continuing growth, with emphasis on staff training, safety, communication, parent involvement, nutrition, record keeping, and evaluation as areas of concentration for next year.

CHAPTER 1

INTRODUCTION AND OVERVIEW

Program Overview

In the Fall of 1988, the Mayor of Los Angeles, the Superintendent of the Los Angeles Unified School District (LAUSD), and an Education Council of leaders from business, labor, government, education, and the community implemented an After School Education and Enrichment Program. Named **LA's *BEST***, this program seeks to combat obstacles to educational achievement. It offers an alternative support system to further the educational, physical, social, and emotional growth of elementary school students in culturally diverse urban communities. The fundamental intent of **LA's *BEST*** is "to provide K-6 students with a comprehensive, supervised after-school program including academic tutoring, instruction, enrichment, recreation activities, nutrition, personal skills, and self-esteem development." [1]

Administrative Overview

LA's *BEST* is a public/private partnership between LAUSD and local government.[2] For its first two years, the Community Redevelopment Agency (CRA) of the City of Los Angeles was financial trustee for the receipt and disbursement of all funds for the **LA's *BEST*** program. Today, CRA invests and disburses major private donations received.

All decisions regarding program site selection and annual allocation of funds are subject to the approval of the Mayor, the Los Angeles City Council and the Los Angeles Unified School District Board of Education. Policy development and oversight of **LA's *BEST***

---

[1] *Los Angeles After School Education and Enrichment Program: An Operational Guide*, Los Angeles Unified School District, August, 1988, p. 2.

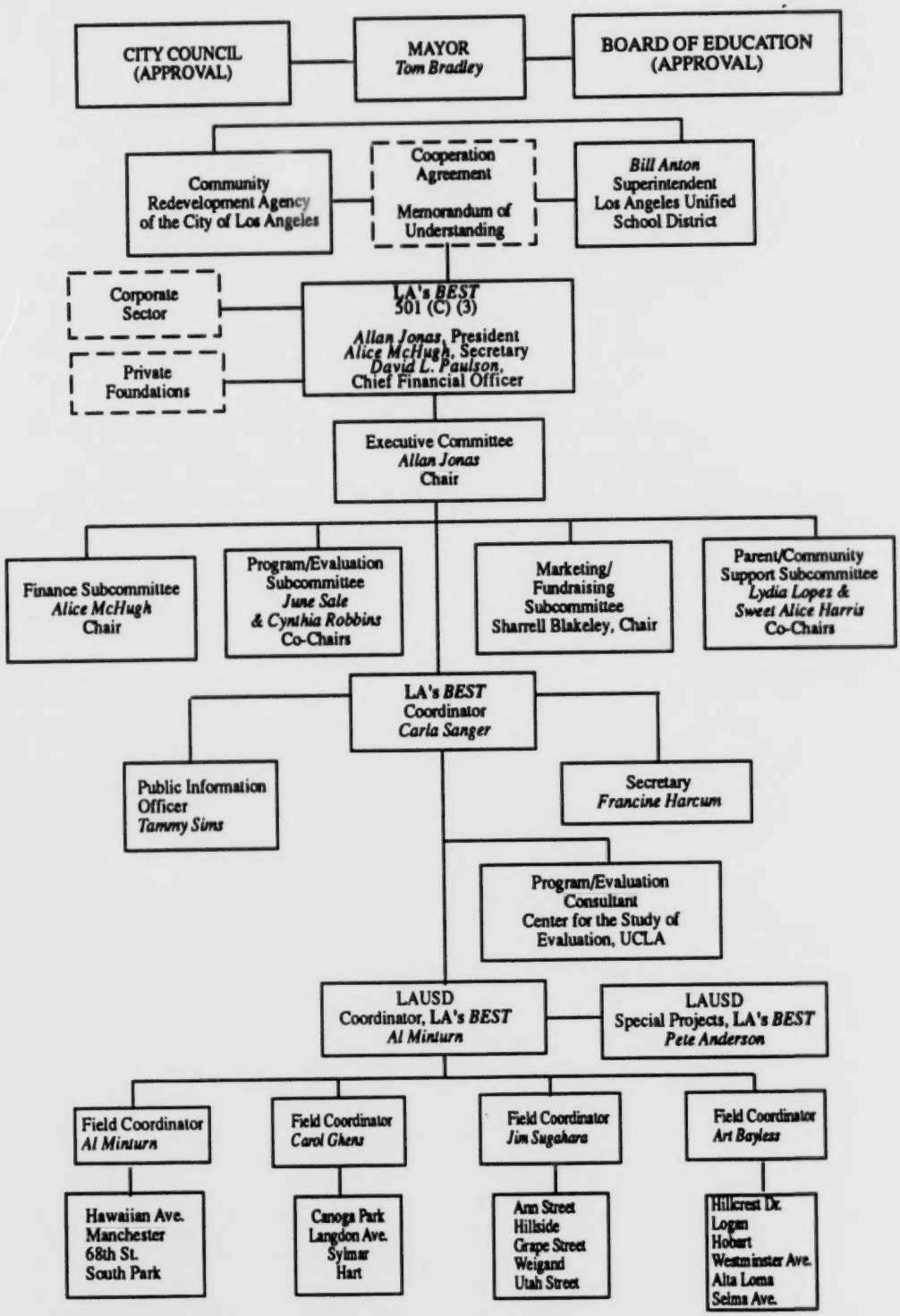
[2] For further details about organizational structure and funding, contact the **LA's *BEST*** Coordinator, Mayor's Office, City of Los Angeles.

rests with the Education Council. Appointed by the Mayor, this council consists of 53 senior corporate executives, labor representatives, education experts, financial advisors, child care specialists, city officials, and community leaders. The council includes the following subcommittees: Executive, Finance, Program/Evaluation, Parent/Community Support, and Marketing/Fundraising. The **LA's *BEST*** Coordinator, appointed by the Education Council, is responsible for implementing recommendations and facilitating the ongoing program and its future. The Los Angeles Unified School District Student Auxiliary Services Section administrates day-to-day operations. School sites are supervised by Field Coordinators and Regional Recreation Directors. Each participating school has an **LA's *BEST*** Site-Coordinator who manages the on-site program and reports directly to the school's principal. Figure 1 provides the organizational chart for the program and lists participating schools for the 1990-1991 school year.

The Center for the Study of Evaluation (CSE) at the University of California, Los Angeles (UCLA) has contracted with **LA's *BEST*** to conduct independent evaluations of this program. Prior evaluation studies of **LA's *BEST*** by CSE include a pilot study of two sites (Summer, 1989), a full technical evaluation study for school year 1989-90, and a preliminary evaluation report for the 1990-1991 school year (March, 1991). The present report incorporates the findings of the preliminary report (March, 1991) as well as the findings from the second phase of data collection which took place between February and July, 1991.

LA's *BEST* ORGANIZATION CHART

Figure 1


CITY COUNCIL (APPROVAL)
MAYOR Tom Bradley
BOARD OF EDUCATION (APPROVAL)
Community Redevelopment Agency of the City of Los Angeles
Cooperation Agreement
Memorandum of Understanding
Bill Anton Superintendent Los Angeles Unified School District
Corporate Sector
Private Foundations
LA's BEST 501 (C) (3)
Allan Jonas, President
Alice McHugh, Secretary
David L. Paulson, Chief Financial Officer
Executive Committee Allan Jonas Chair
Finance Subcommittee Alice McHugh Chair
Program/Evaluation Subcommittee June Sale & Cynthia Robbins Co-Chairs
Marketing/ Fundraising Subcommittee Sharrell Blakeley, Chair
Parent/Community Support Subcommittee Lydia Lopez & Sweet Alice Harris Co-Chairs
LA's BEST Coordinator Carla Sanger
Public Information Officer Tammy Sims
Secretary Francine Harcum
Program/Evaluation Consultant Center for the Study of Evaluation, UCLA
LAUSD Coordinator, LA's BEST Al Minturn
LAUSD Special Projects, LA's BEST Pete Anderson
Field Coordinator Al Minturn
Field Coordinator Carol Ghens
Field Coordinator Jim Sugahara
Field Coordinator Art Bayless
Hawaiian Ave. Manchester 68th St. South Park
Canoga Park Langdon Ave. Sylmar Hart
Ann Street Hillside Grape Street Weigand Utah Street
Hillcrest Dr. Logan Hobart Westminster Ave. Alta Loma Selma Ave.

Who Participates in the LA's *BEST* Program?

The LA's *BEST* program targets pupils in academically lower-achieving schools. The immediate and basic expectation is that LA's *BEST* will provide a safe environment for after-school education and enrichment. Ten elementary schools participated in 1988-1989. Five new schools were added in the 1989-1990 academic year, and an additional four in 1990-1991. Currently, there are 19 LAUSD schools participating in LA's *BEST*. Further expansion is anticipated after the 1991-1992 school year; the 1991-1992 school year will be a time for strengthening and improving the program at the 19 participating schools before further expansion.

The criteria used for school selection as an LA's *BEST* site include:

1. Academic need based on the Compensatory Education Ranking and test scores in reading and mathematics (Comprehensive Tests of Basic Skills);
2. Socioeconomic status level of the community as measured by the percentages of families participating in Aid to Families with Dependent Children (AFDC) and the Free Lunch Program;
3. The inclusion of at least one school from each of the eight LAUSD regions;
4. Location in a neighborhood that is vulnerable to gangs, crime and drug activity.

The Community Redevelopment Agency and Kaiser Permanente have provided funds to serve an anticipated 200 elementary school students at each of the 19 sites, though some variability in enrollment is expected based on school size and other factors.

Table 1 presents characteristics of the 19 participating schools. The category *Comp. Ed. Ranking* refers to the degree of poverty within a community and is based on percentages of families participating in Aid to Families with Dependent Children (AFDC) and the Free Lunch Program. The lower the ranking, the higher the poverty within a community. The category *CTBS Test Scores* lists the median percentile scores at each school on the Comprehensive Tests of Basic Skills (reading, math, and language). Only reading and math scores for grades 3 and 6 are presented for the individual schools shown in Table 1.

Table 1

Characteristics of Schools Participating in **LA's *BEST***
(1990-91 school year)

District Ethnic %'s:	A-5.4%	B-15.2%	F-1.8%	H-63.3%	O-3%	PI-4%	W-13.6%
Responding **LA's *Best*** Site %'s:	A-5%	B-17%		H-53%	O-1%		W-6%

School	LAUSD Region	Board Seat #	Approximately Ethnicity	Enrollment	Comp. Ed. Ranking	CTBS Median Percentiles Grade 3		Grade 6	
						Reading	Math	Reading	Math
# 1	G	5	31% A 4% B 65% H	352	16	35	61	27	57
# 2 YRS	E	4	4% A 4% B 70% H 17% W	950	251	39	42	NA	NA
# 3	B	7	48% B 52% H	693	4	15	17	NA	NA
# 4 YRS	A	7	4% B 89% H 3% W	1,152	113	22	34	20	27
# 5 YRS	D	1	75% B 25% H	892	1	20	21	24	23
# 6 YRS	G	5	28% A 70% H	824	62	24	56	20	52
# 7 YRS	H	3	19% A 3% B 75% H	2,204	174	34	51	35	57
# 8 YRS	E	6	9% B 82% H 4% W	1,069	89	30	46	26	36
# 9 YRS	H	3	29% A 2% B 66% H	1,281	64	30	40	30	52
#10 YRS	C	1	40% B 60% H	1,433	10	23	26	24	23
#11 YRS	C	1	42% B 57% H	1,057	15	24	17	21	26
#12 YRS	F	4	9% B 72% H	926	227	33	45	27	32
#13	G	5	3% A 5% B 90% H	918	50	22	33	24	27
#14 YRS	B	7	30% B 69% H	481	3	20	32	NA	NA
#15	D	2	32% B 62% H 5% W	572	80	27	32	28	29
#16	E	4	4% A 2% B 3% F 75% H 14% W	631	245	42	52	NA	NA
#17	D	2	3% B 86% H 3% PI 5% W	442	54	NA	NA	38	62
#18 YRS	D	1	41% B 57% H	1,017	68	32	27	30	34
#19	C	1	39% B 60% H	1,101	17	16	16	18	16

Note. Percentages for ethnicity have been rounded, and thus may not total exactly 100%. Percentages based on 14 of 19 *School Surveys*.

Note. A=Asian B=Black F=Filipino H=Hispanic O=Other PI=Pacific Islander W=White
YRS=Year Round School NA=Not Available

At each of the 19 sites, **LA's *BEST*** staff include one or more Site-Coordinators (three sites have Co-Site-Coordinators), Library Specialists, Homework Specialists, Program Specialists, Program Supervisors, Program Workers, Community Representatives, and high school students who serve as High School Aides at 18 sites. Details about these staff positions appear in Appendix A.

Goals of LA's *BEST*

The *Los Angeles After School Education and Enrichment Program: An Operational Guide* (1988), a document developed by LAUSD's Youth Services Center, specifies the basic goals and objectives of the program. Those goals and objectives are reproduced in Table 2.

Table 2

Planned Goals and Objectives for **LA's *BEST***

GOAL 1: To provide a safe environment for students through careful management and planning that will ensure:

- Appropriately trained supervisory staff
- Student enrollment and supervision for the entire four-hour daily program and pick up by parent or authorized adult at 6 p.m.
- Maintenance of a 20:1 supervisory ratio
- Controlled exit and entrance from the program site

GOAL 2: To provide enhanced educational opportunities by integrating an educational support structure into each student's schedule:

- A homework assistance lab and quiet study period
- Tutoring in the subject areas of math, science, reading, languages, etc.
- A library program featuring instruction in the use of library/reference resources, "Read for Recreation" and exploration of library resources

GOAL 3: To provide educational enrichment activities to supplement the regular education program and to provide an enticement to learning. Such activities include:

- Computer instruction and practice and utilization of recreational videos

Table 2 (continued)

- Club and group activities such as a Science Club, Scouting
- Arts, crafts, and music instruction and/or appreciation activities
- Movies, videos, and performances

GOAL 4: To provide recreation activities including:

- Team sports, tournaments, and skills contests
- Individual physical fitness and health instruction
- Games including chess, checkers, video games, etc.

GOAL 5: To provide interpersonal skills and self-esteem development

It is essential that a social "success" environment be created and maintained wherein students develop friendships, positive relations with authority figures, and increase their feelings of self-esteem, self-worth, and independence. To accomplish these objectives, the program will provide:

- Recognition programs and activities such as contests, creative activities, participation awards, and citizenship awards that provide positive reinforcement for success and positive behavior/attitudes
- Motivational speakers, movies, and workshops that foster enjoyment of the program, improved communication skills and increased self-esteem
- Planned group interaction projects and workshops where youth experience leadership and team-playing situations

Note. From *Los Angeles After School Education and Enrichment Program: An Operational Guide*, Los Angeles Unified School District, August, 1988, p.16.

Content of On-Site Programs

The planned goals and objectives for **LA's *BEST*** (Table 2) provide the basic program structure for each site. That structure includes after school homework assistance, library activities, and a variety of recreational and enrichment activities within a safe environment.

Table 3 lists the education and enrichment activities that individual sites are likely to offer. The top portion of Table 3 lists basic components of the on-site program. The bottom portion of the table identifies the types of added enrichment experiences that programs may offer. Some current programs offer an even wider selection of activities, for instance, cooking classes. Rotation through program activities is based on student need and interest, though there is a common core of activities that virtually all students experience (nutrition, homework maintenance/assistance, recreational activities, etc.). Field trips for students are also an increasingly significant part of the **LA's *BEST*** program. Additionally, at least for the 1990-1991 school year, the **LA's *BEST*** program has emphasized the performing arts by including a variety of field trips to performing arts events and arranging for site visits to **LA's *BEST*** schools by performing artists.

Table 3
Basic Education and Enrichment Activities for **LA's *BEST***

BASIC PROGRAM

Homework Lab

__Homework maintenance
__Tutoring
- Reading
- Language Arts
- Mathematics
- Other Subjects

Recreational Activities
__Seasonal Team Sports
__Physical Fitness
__Organized Games

Library Program

__Homework Research
__Library Skills
__Read for Recreation
__Story Records
__Listening to Stories
__Sharing Books

__Skill Clinics
__Arts & Crafts
__Table Games

ENRICHMENT ACTIVITIES

__Clubs
- Science
- Hobby
- Boy Scouts
- Girl Scouts
- DARE

__Industrial Arts
__Tumbling/Gymnastics
__Parent Leadership

__Computer Instruction
__Learning Basic First Aid
__Traveling Artists
__Music
- Choral
- Orchestra

__Pentathlon/Triathlon
__Puppet Shows
__Square Dancing
__Roller Skating

Note. From *Los Angeles After School Education and Enrichment Program: An Operational Guide*, LAUSD, August, 1988, p. 6.

CHAPTER 2
EVALUATION METHODOLOGY

About This Report

This report presents data from a two-part evaluation study of the **LA's *BEST*** program for school year 1990-1991. The report basically follows the list of study questions submitted in this year's evaluation proposal [*Evaluation Plan: Los Angeles After School Program* (**LA's *BEST***), August, 1990] and incorporates findings from the first part of the study (Phase I), described in the preliminary evaluation report for the 1990-1991 school year (March, 1991).

Data collection for Phase I occurred between November 14, 1990 and February 15, 1991; data collection for Phase II occurred between February 15, 1991 and July 31, 1991. Because Phase I of the evaluation was conducted relatively early in the school year, it is likely that some program effects are underestimated: particularly, the interview and survey data from children, parents, Principals, Site-Coordinators, On-Site Staff, the Project Director; the *School Survey* (attendance, etc.); and police records. The data collected later in the school year (February 15, 1991 to July 31, 1991) include information from Field Coordinators and Regional Recreation Directors, Community Representatives, regular classroom teachers, High School Aides, and archival data about student achievement. Thus, the data presented in this study should be moderated by periods in which they were collected and cannot predict the program's evolution beyond the end of the data collection periods.

Evaluation Goals

The broad goals of the present study are:

- to describe selected characteristics, services, and operations of the program;
- to describe perceived effects of the program;

- to explore selected issues raised in earlier evaluation studies;
- to provide a range of data for program enhancement and improvement; and
- to generate concrete, useful recommendations for improving program quality.

Specific evaluation questions are presented in Table 4.

Table 4
Evaluation Questions Guiding the Study

A.	What are the characteristics of new and continuing (Year 2 and Year 3) programs?
	• What are current enrollments and attendance? Are there waiting lists?
	• Are there children not enrolled in the program and not on waiting lists, but who are in need of this program (for instance, children whose parents did not respond, kindergarten children who attend morning half-day sessions, etc.)?
	• What is the nature of on-site programs (activities offered, reported enjoyment of specific activities, etc.)?
	• What are students' attitudes toward specific aspects of LA's *BEST* (with specific anecdotes)?
	• How do parents perceive and rate the activities of the program?
	• How effective is the new training that has been introduced for staff? How many staff have participated and with what effects?
	• What levels of support do programs receive from regular classroom teachers, Principals, On-Site Staff, Field Coordinators, Regional Recreation Directors, and parents?
B.	What perceived effects or expected effects are reported by the different participating groups?
	• Does program participation have an effect on student absenteeism, grades, and tardiness (archival data)?
	• How has participation affected participants' family life?
	• What has been the impact of the performing arts and field trips component? How do students experience this part of the program?
	• How do parents, regular classroom teachers, and program staff describe the effects of the program on participating children?

Table 4 (continued)

- Does the program appear to influence children's academic self-esteem and/or their interest in learning?
- Does the program affect children's educational and career aspirations? Are there any changes in children's aspirations after exposure to the after-school program's activities?
- What is the effect of the program on High School Aides?

C. Additional areas for exploration include:

- How effective are the Community Representatives in their recruitment and other programmatic roles? What factors influence their effectiveness?
- What types of social problems surround the school programs? (for example, data from local police reports concerning violence, the presence of drug dealing, gang activity, etc.)
- Has progress been made in implementing any of the recommendations resulting from last year's evaluation study?
- How do selected data about this year's program compare to similar data from last year's program?

D. What are some of the more salient issues facing the administrative leadership? How do Field Coordinators, Regional Recreation Directors, the Program Director, the Project Coordinator and other significant decision-makers/planners perceive the challenges, the effectiveness of solutions, and future issues?

Method

Design and Strategies

To optimize the breadth and depth of information collected, the study employed a two-tiered data collection plan: (1) a Project-wide tier; and (2) an Intensive-Study tier.

Project-wide tier. In the Project-wide tier, Principals, Site-Coordinators, and On-Site Staff were asked to complete and return a survey about their views of the program either by direct mail, through using the Site-Coordinator's mail-in packet, or through an evaluation staff member visiting the site. Pre-addressed, stamped envelopes were provided

to help ensure confidentiality; names of respondents were omitted for anonymity. Survey data were solicited from all 19 LA's *BEST* schools. Another instrument, the *School Survey*, was used to collect basic demographic information about the broader school environment and the LA's *BEST* program at each of the 19 participating sites. Evaluation staff also conducted individual, face-to-face interviews with High School Aides at 17 of the 19 sites, held group and/or individual interviews with Community Representatives, and conducted group interviews with Regional Recreation Directors and Field Coordinators. Evaluation staff kept in contact by telephone throughout the year with the Project Coordinator and the LAUSD Program Director.

Intensive study tier. Eight of the 19 LA's *BEST* sites were randomly selected for more intensive data collection. This intensive-study effort included confidential, individual, face-to-face interviews with children, telephone interviews with parents, survey data from regular classroom teachers, archival data about children's grades, informal observations of program activities, and police information about the neighborhoods surrounding the eight intensive-study sites. These eight sites included 6 of the 10 three-year sites, and 2 of the 5 two-year sites. Two- and three-person evaluation teams made an average of 8 to 12 person-visits to each of these eight intensive-study sites.

Materials. Specific instruments were designed for the following groups: children, parents, Principals, Site-Coordinators, On-Site Staff (excluding High School Aides), High School Aides, regular classroom teachers, and archival data. The *School Survey* instrument was used to collect data about each site's demographics. Several of these instruments were developed over the past two years, and appropriate modifications were made for this year's study. All instruments for this year's study appear in Appendix B.

Data collection. Data collection sources, methods, details concerning participants, and timelines for this year's evaluation study (Phases I and II) are displayed in Table 5.

Table 5

Data Sources and Approaches for the 1990-91 Evaluation Study

DATA SOURCE	METHOD OF DATA COLLECTION	TIMELINE
Children	At six of ten YEAR-3 sites (N=169 children), and at two of five YEAR-2 sites (N=62 children), face-to-face interviews at school during After School Program hours; random selection of eight students from each of four grade levels: grades 3, 4, 5, and 6	December 1990-January 1991
Parents	At six of ten YEAR-3 sites (N=97 parents), and at two of five YEAR-2 sites (N=34 parents), phone interviews during evening hours and on weekends with randomly selected parents (3 parents each for grade levels K-6) from each of the eight intensive-study sites	December 1990-January 1991
Principals	Self-administered *Principal Surveys* mailed or delivered in person	December 1990-January 1991
Site-Coordinators	Self-administered *Site-Coordinator Surveys* during staff meetings or mailed to Site-Coordinators; also, informal interviews *School Survey* instrument to collect demographic data	December 1990-January 1991
On-Site Staff	Self-administered *On-Site Surveys* mailed or delivered in person	December 1990-January 1991
Observations	Informal observations of program activities at eight intensive-study sites	November 1990-May 1991
LA's *BEST* Coordinator	Informal interviews; provided evaluation staff with available written material and details about program planning	September 1990-July 1991
Project Director	Informal interviews; provided evaluation staff with available written material and details about program practices, procedures, and demographics	September 1990-July 1991
Police Records	Public Relations Office of the Los Angeles Police Department provided evaluation staff with recent statistics on arrests and criminal activities in neighborhoods surrounding the eight intensive-study sites.	February 1991
Field Coordinators/ Regional Recreation Directors	Group interview	April 1991

Table 5 (continued)

Community Representatives	Individual and/or group interviews	June 1991
High School Aides	Individual face-to-face interviews at the 19 program sites (N=63)	April-June 1991
Regular Classroom Teachers	Short classroom survey given to all regular teachers of grades 3-6 at each of the 8 intensive-study sites	May-June 1991
Archives (cum files)	Data on grades, absences, tardies, ESL status, etc., taken from cum files of the 231 children interviewed at the 8 intensive-study sites	May-July 1991

Procedures for Interviewing Participants

Children and parents were randomly selected for interview. Randomly selected alternate names were used to replace unavailable children or parents.

Children. A 10-15 minute *Children's Questionnaire* (Appendix B) was administered individually, face-to-face, in a private setting at the program site during regular program hours. No parent consent forms were required since this study was considered to be a district-sponsored study. Only two of the randomly selected children refused to participate in the study.

Parents. All parents received a letter in English, Spanish, Korean, Chinese, or Vietnamese explaining the study (see Appendix B). Later, evaluation team members administered the 20-30 minute *Parent Questionnaire* by phone during evenings and weekends to randomly selected parents. The questions were asked in the home language of the parents (English, Spanish, Chinese, or Vietnamese; all other cultural groups chose to be interviewed in English).

High School Aides. Appointments for individual, face-to-face interviews were made with each High School Aide, and free time for the interview was pre-arranged with the Site-Coordinator. Interviews were conducted at the school sites.

Community Representatives. Evaluators arranged a group meeting with Community Representatives at City Hall. Time was allotted for both individual and group input.

Field Coordinators/Regional Recreation Directors. Evaluators arranged for a group meeting with Field Coordinators and Regional Recreation Directors during a regularly scheduled meeting. These two groups routinely meet as one group.

Return Rates for Completed Questionnaires

The data presented in the following chapters are based upon the numbers and types of information sources shown in Table 6. In summary, the findings come from responses of 16 Principals, 21 Site-Coordinators, 14 *School Surveys*, 93 On-Site Staff, 231 children (grades 3-6), 131 parents (of children in grades K-6), 63 High School Aides, 3 Community Representatives, 7 Field-Coordinators/Regional Recreation Directors, 183 cum file (archival) records, and 72 classroom teachers.

As shown in Table 6, the highest return rate was from **LA's *BEST*** children, followed by Principals and Site-Coordinators, parents, the *School Survey,* and On-Site Staff. There were several factors that contributed generally to the lower-than-targeted rate of return. Questionnaires for Principals, Staff, and Site-Coordinators were anonymous; thus, one possibility is that members of these groups were not as motivated to complete and return the instruments as they might have been if each person's name and school had appeared on the questionnaire and could easily be tracked. A series of mailings and follow-up phone calls to the sites were necessary to net the number of respondents shown in
Table 6.

Foremost among factors affecting the number of parent respondents were difficulties in accessing viable parent telephone numbers: There were slowdowns in obtaining current and complete rosters of parent names and telephone numbers; records were often not computerized or organized for easy retrieval in a format that evaluators requested. Once phone numbers were obtained, we found that many numbers had been disconnected or changed and were not updated at the school. When useable phone numbers were obtained, it

Table 6

Types and Numbers of Questionnaires Completed and Returned

	Project-wide (Across the 19 Program Sites)							8 Intensive-Study Program Sites			
	Principals	Site-Coordinators	School Survey	On-Site Staff (excludes High School Aides)	High School Aides	Field Coordinators/ Regional Directors	Community Representatives	Children (grades 3-6)	Parents (grades K-6)	Regular Classroom Teachers	Archival Data Children (grades 3-6)
Number Completed & Returned	16	21	14	93	63	7	3	231	131	72	183
Number Targeted	19	25[a]	19	200	71	8	5	235[b]	161	108	231
% Completed	84%	84%	74%	47%	89%	87.5%	60%	98%	81%	67%	79%

Note. Eleven (11) schools received surveys only; eight (8) schools received surveys and children and parent interviews. 12 of 19 schools are year-round schools.

[a]Several school sites have more than one Site-Coordinator; thus there are more than 19 site-coordinators.

[b]Some schools do not have a grade 6, and several of the other program sites have fewer than eight 6th graders enrolled in the program.

often took many attempts to reach an available parent at home to complete the phone questionnaire. Phone interviewers estimated that it took an average of three attempts per family to net one completed telephone interview.

As with parents, an alternates list was created by random selection and used for selecting children to be interviewed. Our staff had to frequently rely on this alternates list since many of the original rosters of children's names needed updating. This system worked smoothly and interviewers carried these alternates lists with them into the field and were able to swiftly replace an absent child with an alternate.

Data collection in groups, namely the data from the 21 *Site-Coordinator's Questionnaires* and the group interview of the seven Field Coordinators and Regional Recreation Directors, was facilitated once evaluation staff were placed on the agenda for these groups' regularly scheduled meetings.

Survey questionnaires mailed or delivered to the 19 school sites (the *Principal's Questionnaire* and the *On-Site Staff Questionnaire*) returned to our office in waves. Evaluation staff made several follow-up mailings and phone calls. The return rates displayed in Table 6 are the result of these multiple efforts.

The only difficulty in collecting the High School Aide data was that evaluators needed to travel to the different program sites to conduct individual interviews with High School Aides. There were no problems encountered in setting up the interview times, and with few exceptions, High School Aides kept scheduled appointments.

Data collection of students' grades using the *Cum File* instrument occurred very late in the study and had to be rapidly handled. Evaluation staff pre-arranged dates and times with school staff for collecting these data. Since these are end-of-school-year data and were not available to us until as late as mid-July, they were collected and processed as late as two weeks before the submission of this report.

For each of the different types of data collection instruments, evaluation staff set cut-off dates for closing data collection. Multiple efforts were made to collect as many completed questionnaires as possible within the scheduled time frames.

Generally, despite their often heavy work responsibilities, LA's *BEST* staff were supportive and went out of their way to assist our evaluation staff in overcoming obstacles to the data collection.

CHAPTER 3

RESULTS: A DESCRIPTIVE PICTURE OF THE LA'S *BEST* PROGRAM

Who Is Served by the Program?

This chapter presents basic descriptive data about participants in the LA's ***BEST*** program, namely, children, parents, Site-Coordinators, and staff. It also describes program recruitment, offerings, and the daily schedule.

Recruitment, Enrollment, and Attendance

Recruitment and retention efforts. Recruitment of families for the LA's ***BEST*** 1990 program began at the start of the new school year, for some as early as June, 1990 (in year-round schools). Of the 14 program sites that completed the *School Survey*, five reported starting dates in June or July, three began in September, and two in October. Sites used a variety of methods to recruit families for the program. These methods included one or more of the following: sending letters, flyers, and registration cards to the home through the children; announcements in school assemblies; visits by LA's ***BEST*** staff to individual classrooms to inform students and teachers about the program; school posters; advertising in Spanish-language newspapers; and word-of-mouth from last year's participants.

Community Representatives (CRs) were also involved in recruitment. Three program sites have CRs: two sites have two representatives each, one site has one representative. CRs perform a variety of tasks, depending on the program site. Their primary functions, however, are to recruit families, monitor attendance, and make necessary follow-up contacts with enrolled LA's ***BEST*** families and potential LA's ***BEST*** families in the community.

Half of the responding sites reported that they used a variety of strategies to maintain the active involvement of enrolled children, especially those most in need of LA's ***BEST*** services. One site which has maintained a full enrollment reported using rewards for

joining the program and rewards for weekly and monthly attendance. This site reported that it continuously recruits through teacher referrals and uses school assemblies several times a year to demonstrate student activities and display student achievements to the broader school community. Several other sites reported using a variety of incentives ranging from ice cream parties to field trips as rewards for student participation, maintaining close contact with parents, keeping students constantly involved, making an effort to consider students' ideas and using those ideas in the program, etc. In contrast, approximately half of the sites (52% of the responding Site-Coordinators) either failed to provide information on recruitment and retention or had employed nothing special to maintain the active involvement of the children most in need of the LA's *BEST* services.

Enrollment. Table 7 displays basic descriptive data concerning LA's *BEST* enrollment, drop-outs, waiting lists, and average daily attendance (ADA) for October and November, 1990. These data were collected on the *School Survey* (Appendix B) between November 1990 and January, 1991. Notice that 11 of the 14 sites are year-round sites (indicated by a **c**). The official enrollment per site (column two) for year-round schools reflects (1) the combined enrollment of on- and off-track students in LA's *BEST* and (2) the *estimated* on-track enrollment (in parentheses) based on the general rule that approximately two-thirds to three-quarters of the children attend school at any one time (one full track of students will always be off-track at a year-round school). At year-round sites, ADA percentages in Table 7 are based upon the *estimated* on-track enrollment number.

Table 7

1990 School Survey: Enrollment, Drop-outs, Waiting Lists, and Average Daily Attendance (ADA) for LA's *BEST* students

Schools ID # (N=14)	Official Enrollment[a]	Official Drop-outs	# Names on Waiting List	Program Average Daily Attendance (ADA)			
				October 1990		November 1990	
				# Students	%[b]	# Students	%[b]
2[c]	281 (211)	30	11	174	82%	156	74%
3	150	---	---	138	92%	146	97%
4[c]	175 (131)	50	---	153	117%	166	127%
6[c]	200 (150)	30	---	115	77%	115	77%
7[c]	450 (300)	10	---	225	75%	246	82%
8[c]	225 (169)	17	---	110	65%	107	63%
9[c]	130 (98)	20	---	130	133%	130	133%
10[c]	225 (169)	10	100	225	133%	195	115%
11[c]	150 (113)	20	---	150	133%	150	133%
12[c]	262 (197)	7	---	145	74%	144	73%
14[c]	155 (116)	5	---	95	82%	85	73%
16	261	65	---	103	39%	123	47%
18[c]	156 (117)	---	---	92	79%	84	72%
19	186	25	---	185	99%	170	91%

Note. Based on information from 14 out of 19 schools' responses to the *School Survey* (Appendix B). Dashes represent missing data.

[a]Official Enrollment = total number of children enrolled in LA's *BEST* for entire school year. Estimated on-track enrollment in LA's *BEST* for year-round schools is shown in parentheses and calculated as approximately two-thirds to three-quarters of total enrollment.

[b]For year-round schools, % ADA is based on estimated on-track enrollment.

[c]Indicates year-round schools.

Attendance. Of the 14 program sites completing the *School Survey*, 11 sites report that they regularly monitor individual attendance; one site does not monitor individual attendance; and two sites failed to respond to this question. For October and November, 1990 (Table 7), attendance rates varied across sites, ranging from a low of 39% (at a non-year-round school) to a high of 133%. The evaluation team re-checked those figures that were over 100% attendance; school sites verified the attendance numbers as they appear in Table 7. Apparently, some sites are serving off-track and/or non-enrolled children; further investigation showed that sites at year-round schools offer the program to off-track students.

Table 7 shows that eight of the 14 sites completing the *School Survey* operated at or above an 80% average daily attendance (ADA) in October and seven operated at or above 80% ADA in November, 1990. Five of the 14 sites had a 95% ADA or better for October and November, 1990. In contrast, four schools for the month of October and five for November, 1990 had ADAs in the 70% range, and two sites had ADAs below 65%.

Drop-outs. Program sites show a sizable number of "official" drop-outs (Table 7) during the first months, ranging from a low of five drop-outs at one site to a high of 65 at another. Across the 12 sites answering this question, there was an average of 24 drop-outs per site during these early months. Program sites gave the following reasons for drop-outs (note that reasons are *not* ranked in order of frequency—frequency data were unavailable for this information):

a. families moved or children changed schools

b. parents became unemployed and wanted children to be at home after school

c. children lost interest in the program

d. during winter months when it gets dark early, parents wanted their children to be at home well before dark

e. parents started a new job or experienced a change in the home situation, and thus became unable to pickup a child on time

f. families signed up but never attended

g. students did not return after being off-track for weeks

h. children dropped because they did not want to follow the rules (e.g., children cannot leave the school grounds unless officially signed-out, everyone is to do homework, etc.)

As last year, only two sites reported a waiting list. One site with 11 students on the waiting list recorded 30 dropouts by the end of November, 1990; the site with 100 students on the waiting-list reported 10 dropouts for the same time period.

Student Demographics

Students in **LA's *BEST*** come from diverse cultural backgrounds. This year's student demographic characteristics parallel those of last year's study.

Table 8
Selected Descriptive Characteristics of **LA's *BEST*** Children, 1990-1991

Percent Participating Children in Each Grade Level (based on 10 *School Surveys*)

Grade level:	K	1	2	3	4	5	6
	9%	15%	16%	16%	16%	11%	7%

Ethnicity of Students (based on 14 *School Surveys*)

African-American/Black	Asian	Hispanic	White	English/Other
17%	5%	53%	6%	1%

Language(s) Spoken at Home (based on 231 *Children's* Questionnaires)

English	Spanish	Chinese	English/Spanish	English/Other
33%	18%	5%	40%	4%

Note. Percents are rounded to nearest whole number. Rows may not sum to 100% because of rounding.

Based on data from 10 *School Surveys*, and similar to last year's data, students in the middle elementary grade levels exhibit the most program participation. Table 8 shows that grades 1 through 4 have the highest student representation (15-16%), and grades K and 6 have the lowest. This pattern where the youngest and the oldest children have the lowest percentages of participation may reflect larger patterns within the schools themselves. For instance, some participating schools end at grade 5 and do not have a sixth grade. Additionally, kindergartners generally attend split-day classes, making it easier for those kindergartners attending afternoon classes to also attend the afternoon **LA's *BEST*** program, while making it less likely that early morning kindergarten students would return to school in the afternoon to attend the after-school program.

Based on data from 14 *School Surveys*, the majority of **LA's *BEST*** students are Hispanic (53%). The second largest group is African-American (17%). The category "Other" includes such culturally diverse groups as Koreans, Vietnamese, Filipinos, and Chinese. From the data obtained in the face-to-face interviews with children at the eight intensive-study sites, one-quarter of the children come from homes in which a language other than English is the only language spoken in the home.

Characteristics of Participating Families

Of the adults interviewed, 90% were parents of an **LA's *BEST*** child, 1% were stepparents, 4% grandparents, 2% guardians, and 4% had an "other" relationship to an **LA's *BEST*** child. For simplicity and clarity, all of the these parenting-figures are referred to throughout this report under the heading of *parents*. Parents reported a slightly different breakdown of home languages (Table 9): over one-half of the parents indicate that a language other than English is the only language spoken in the home. Reflecting this home language issue, 42% of parents were interviewed in English, 57% in Spanish, and 1% in Vietnamese.

As Table 9 shows, over half of responding **LA's BEST** parents (59%) are married. Other data showed that three-fourths of parents are heads of households, and the mean age of the household head is 37 years.

Table 9

Selected Descriptive Characteristics of **LA's *BEST*** Parents (N=131)

Language Spoken in Home

English	Spanish	Spanish/English	Chinese/English	Hebrew	Other
32%	50%	14%	2%	1%	2%

Marital Status of Head of Household

Married	Divorced	Widowed	Separated	Single
59%	7%	3%	10%	21%

Age

	19-27	28-30	31-33	34-37	38-42	43-up
Household Head	11%	14%	15%	19%	19%	21%
Adult #2	15%	20%	14%	23%	12%	16%

Employment Status

	Full-time	Part-time	Unemployed
Household Head	53%	10%	37%
Adult #2	55%	13%	31%

Highest Grade Level Completed in School

	1st-5th Grade	6th Grade	7th-10th Grade	11th-12th Grade	13th-15th Grade
Household Head	17%	26%	17%	40%	1%
Adult #2	18%	27%	27%	28%	0%

Note. Percentages in rows may not add to 100% because of rounding. "Parents" include parents, stepparents, grandparents, and guardians/others.

About one-third of household heads (37%) and one-third of second adults in the home (31%) are unemployed. Slightly more than half of adult heads of household (53%) and 55% of second adults in the home are employed full-time, with 3-4% of each of these full-time employed groups holding a second job.

On average, LA's *BEST* parents have achieved a middle school education. The average grade level completed by household heads is 8.5 years; four-fifths (84%) of household heads have no experience with any type of college training; and only 1% report that they have completed a grade beyond high school (Table 9). Adult #2 in the home has completed an average of 7.9 years of formal schooling; 88% of Adult #2s report having no type of college experience; and none reported completing a grade between grade levels 13-15. Almost half of each group (43% of household heads and 45% of the second adults in the home) have attained a formal education of grade 6 or less.

Half of the parents interviewed (49%) had only one child in LA's *BEST*; one-third of the parents had two children in the program; and almost 20% had three or more children enrolled. The majority of parents had participated in the program for more than one year: 66% of parents reported having at least one child in the program last year, and more than half of parents indicated that a second and/or third child had also participated in last year's program.

Parents varied greatly in the amount of money per week that they had spent on after-school care prior to participating in LA's *BEST*. Most parents (61%) either indicated that they had previously paid nothing for after-school care, or failed to answer this part of the questionnaire. The remaining 39% of parents indicated weekly costs for after-school care prior to participating in LA's *BEST* ranging between $1 - 100 per week.

To explore the kinds of after-school arrangements parents made for their children in the absence of the LA's *BEST* program, we asked both children and parents about such alternatives. Table 10 compares this year's responses from both children and parents with those of last year.

Table 10

Parents' and Children's Responses Concerning After-School Routine in Absence of **LA's *BEST*** in 1989-90 and 1990-91

Child would be:	Respondents			
	Children		Parents	
	1989-90 (N=190)	1990-91 (N=231)	1989-90 (N=80)	1990-91 (N=131)
(a) Alone	3%	7%	3%	5%
(b) With other children under age 13; no adult supervision	9%	14%	4%	1.5%
(c) With other children ages 13-17; no adult supervision	3%	4%	4%	2%
(d) Some adult supervision; but amount/type inadequate	3%	6%	3%	1%
(e) Adequate/reliable adult supervision	79%	65%	79%	83%
(f) Inadequate/Other[a]	1%	5%	6%	8%

Note. Percentages have been rounded to nearest whole number.
[a]Inadequate/Other refers to a combination of responses, none of which include the category "Adequate/reliable adult supervision."

According to both parents and children, the majority of children would have adult supervision in the absence of **LA's *BEST***. However, nearly one-fifth of last year's children and close to one-third of this year's children report that they would be inadequately supervised and/or not be supervised by adults (Table 10, categories a-d) if the **LA's *BEST*** program were not available.

In contrast, fewer parents indicated that children would be inadequately supervised. Because respondents may tend to under-report personal practices that could reflect poorly on their behavior, the actual percentage of families that would have inadequate supervision for their children in the absence of **LA's *BEST*** may be higher than self-reports indicate

Figure 2 shows the number of sites that offered activities in each major program component area between October 1990 and February 1991. This figure is based on responses of 14 school sites and shows that all sites report offering activities in four of the major component areas: homework, educational, recreational, and special club activities. Only one site did not offer any music, one did not offer any library activities, two did not provide any dance, and only one site had not participated in field trips at the time of data collection (January, 1991).

Table 11 describes in detail subcategories of activities that are offered across 14 program sites. Data for Table 11 and for Figure 2 come from the *School Survey* (October 1990-February 1991).

(14% and 18% last year, and 10% and 31% this year, as reported by parents and children respectively).

What Does the LA's *BEST* Program Offer?

A broad overview of the structure and content of the **LA's *BEST*** program appears in Chapter 1. The following section provides a more in-depth look at the program as it appeared between October 1990 and February 1991 and seeks to highlight basic similarities and diversity across the program sites.

The Daily Program

Operating schedule. Hours of operation are daily from the end of the regular school day until 6:00 p.m. Regular school dismissal time varies—some public schools dismiss students as early as 2:15 p.m., others as late as 2:40 p.m.

LA's *BEST* is available to children on the following days: (a) regular school days; (b) minimum days (however, several sites indicated that they did not start earlier on minimum days to fill-in the time gap between the regular school's early closing and the usual beginning time for the **LA's *BEST*** program); and (c) during children's off-track periods. All 11 responding year-round sites indicated that they are open to off-track students, and that off-track students frequently attend. Attendance records which show over 100% attendance at year-round schools support this claim. One site indicated that it also served kindergartners before regular **LA's *BEST*** hours. All responding sites reported being closed during Christmas vacation (though the dates vary at different year-round schools).

Program content. Generally, the daily program includes homework, a snack, and a variety of educational and recreational experiences for the children. Children at all sites appear to have some measure of choice in their rotation through activities; however, at some sites there are many more points of choice and more activities to choose from than at other sites. Appendix C provides sample schedules including time periods, groups, and activities for two **LA's *BEST*** sites.

Figure 2

Program/Activity Offerings
Reported by Site Coordinators

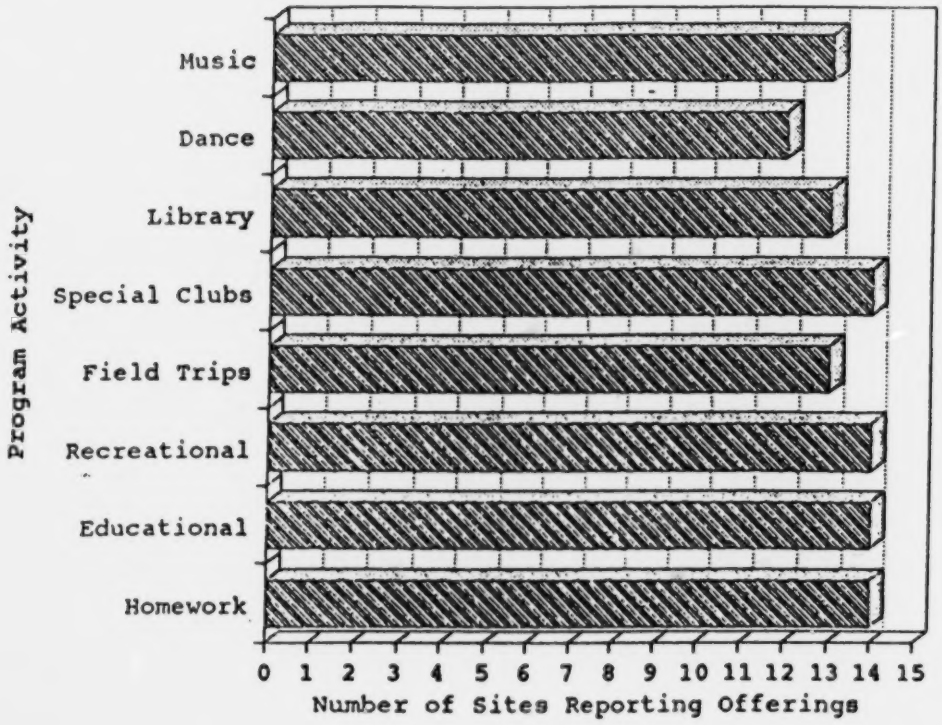


Table 11

Types of Activities Offered at Different Program Sites

Program Component	1990-91	1989-90*	Activity Offered	Number of Sites Reporting This Activity 1990-91 (N=14)	1989-90 (N=11)
Homework Activities			• General homework	13	5
Mean No. Offered[a]	3.9	1.6	• Tutoring and assistance	12	8
Range[b]	1-6	0-3	• Original instruction and supplementary work	6	3
			• A quiet atmosphere	11	1
			• Incentives for homework completion	12	1
			• Other	1	0
Educational Activities			• Computer instruction	9	5
Mean No. Offered[a]	2.4	1.9	• Reading	13	3
Range[b]	1-5	1-3	• Science lessons	8	4
			• ESL instruction	3	2
			• Other	1	7
Recreational Activities			• Ball sports (e.g., football, softball)	13	9
Mean No. Offered[a]	1.9	1.5			
Range[b]	1-3	1-8	• Nintendo video games, gymnastics, and skating	10	2
			• Other	3	6
Field Trips			• Local field trips, parks, theaters, other	13	4
Mean No. Offered[a]	0.9	0.4			
Range[b]	0-1	0-3			
Special Clubs			• Girl Scouts and Boy Scouts	10	4
Mean No. Offered[a]	2.1	1.2	• Drama		
Range[b]	1-3	0-4	• Cooking	8	3
			• Other	8	2
				3	4
Library Activities			• Reading for pleasure	12	6
Mean No. Offered[a]	2.6	1.8	• Storytelling	11	5
Range[b]	0-5	0-5	• Plays	8	2
			• Research lessons	4	2
			• Other	1	5
Dance Activities			• Drill team	9	6
Mean No. Offered[a]	1.4	1.2	• Recitals	2	1
Range[b]	0-4	0-2	• Folk Dancing	5	2
			• Other	3	4
Music Activities			• Chorus	4	3
Mean No. Offered[a]	1.4	0.7	• Shows/programs	6	2
Range[b]	0-3	0-3	• Singing and learning songs	8	2
			• Other	2	1

Note. Fourteen of the 19 sites provided data for this table.

[a]Mean No. Offered = Number of all reported types of activities across all sites for each specific program component divided by the number of sites (14 for 1990-1991, 11 for 1989-1990).

[b]Range = The least number of activities per program component compared to the greatest number of activities for a particular program component at any one site.

In Table 11, the topics in the "Activity Offered" column are identical to those in last year's report. Comparing last year's findings with this year's, and adjusting for the fact that this year's data include 14 schools and last year's data only 11 schools, there has been an increase in the number of sites offering activities in each major component. There has also been an increase in the diversity of offerings within components. For instance, in last year's study, five of the 11 sites reported that they offered "General homework"; this year, 13 of the 14 sites indicated that they offered this subcategory. Within the Homework Activities component, comparisons between last year and this year show a strong increase in the *average* number of Homework Activities being offered at program sites. In fact, there has been an increase in the variety of activities for all program components.

Based on self-reports, there was great variability among sites in the numbers and types of activities offered. For instance, two sites offered only one activity per program component—that is, one category in Homework Activities, one category in Educational Activities, one in Recreation, etc. Two sites basically offered one to two categories per program component. The remaining 10 sites, in contrast, generally offered three to five activities for each of the program components.

A new emphasis for this year's program has been the performing arts. Many of the children's field trips reflected this new emphasis. As shown in Table 11, 13 of the 14 school sites had participated in field trips prior to data collection for this phase of the evaluation. The kinds of performing arts that children had already experienced include: field trips to the Pasadena Civic Auditorium to see performances such as "Annie," "Clothespins and Dreams," and "Iolanthe"; a field trip to the Wiltern Theater to hear the Los Angeles Philharmonic; and visits by various dance companies like the Los Angeles Contemporary Dance Theater, which gave a 10-week workshop that culminated in a performance by participating **LA's *BEST*** children. (See Appendix D.)

Controlled entrance. General policy for **LA's *BEST*** is that each student is to be checked-off for attendance upon daily entry, at snack, and at dismissal.

Informal observations and interviews at the eight intensive-study sites indicate that programs use a variety of sign-in or check-off procedures during the transition from the end of the regular school day to the beginning of the after-school program.

Generally, students first meet and sign in/check in at the auditorium, the cafeteria, the lunch area, or in some other central place. Because participation in **LA's *BEST*** does not preclude a child from participating in other types of after-school activities, at some sites children were observed entering the **LA's *BEST*** program later in the afternoon following tutoring or other after-school activities that regularly keep them late.

Controlled exit. General policy for **LA's *BEST*** is that parents/guardians or designated persons are to sign out when they pick up children from the program. Informal observations found that some sites adhere strictly to these practices, but at other sites, children were observed leaving the program to go home, only to return later. Also, children were sometimes seen leaving for home only in the company of other elementary school age children (siblings or schoolmates). One Site-Coordinator stated that some parents sent a note requesting that their children be allowed to go home unaccompanied by an adult.

Though none of the program sites reported that they permit **LA's *BEST*** children to leave with unauthorized adults, data in Table 12 indicate that a number of sites are experiencing exit problems.

Table 12

School Survey Reports on Method of Exiting the Program (N=14 Sites)

	YES	NO
Some children leave by themselves	3	11
Some children leave with older siblings	13	1
Some children leave with unauthorized persons	0	14
Must person picking up a child sign his/her name?	13	1
Some parents pick up children after closing time	13	1
Program has taken steps to deal with any of these issues	12	2

Most program sites identified late pick-ups as the main issue they have tried to correct. Community Representatives at one site have driven several students home on 5-10 different occasions after the 6:00 pm closing because no one came to pick up the children. Parents were at home on each of these occasions and had apparently lost track of time.

In their narrative responses to questions on the *School Survey,* Site-Coordinators did not expand on other exit issues listed in Table 12 such as enforcing parent sign-outs and children leaving the program unaccompanied by a designated adult.

Staff Background Characteristics

On-Site Staff (Excluding High School Aides)

Staff recruitment. Program sites report a variety of attempts to recruit qualified staff. Staff positions were advertised in school bulletins. Information about the positions was passed through various work experience programs, Youth Services, and by word-of-mouth. Efforts were made to reach experienced Teaching Assistants, Noon-Aides, Playground Supervisors, etc. Flyers were also posted on high school and college campuses.

Tenure. Based on self-report data, one-third of LA's *BEST* On-Site Staff (non-High School Aides) have been with the program for six months or less. Twenty percent (20%) have been with the program 7-12 months, 26% for 13-24 months, and the remaining 21% are veterans with 25 or more months with the program.

Educational background of staff. Table 13 displays background information on LA's *BEST* On-Site Staff (excluding High School Aides) and Site-Coordinators.

Table 13

LA's *BEST* Staff Background Characteristics

Position Held by On-Site Staff (N=93)

Library Specialist	Homework Lab Specialist	Program Specialist	Program Worker	Other	Missing
5	15	28	25	15	5

Highest Grade Level Completed by On-Site Staff (N=93)

10th	11th	12th	13th	14th	15th	16th	17th	18th	Higher	Missing
1	4	26	4	6	9	15	10	1	14	3
1.1%	4.4%	28.9%	4.4%	6.7%	10.0%	16.7%	11.1%	1.1%	15.6%	3.2%

Highest Grade Level Completed by Site-Coordinators (N=21)

12th	13th	14th	15th	16th	17th	18th	Higher	Missing
4	1	---	---	6	2	2	5	1
20.0%	5.0%	---	---	30.0%	10.0%	10.0%	25.0%	4.8%

Note. Based on responses to *On-Site Staff Survey* (Appendix B). These surveys did not include demographics on High School Aides. Dashes represent no response.

Data from the *School Survey* indicate that the general staff is comprised of classroom teachers, volunteers, Community Representatives, High School Aides, and college students. Table 13 shows that:

- 66% of On-Site Staff and 80% of Site-Coordinators have completed formal education beyond high school; and
- 43% of On-Site-Staff and 75% of Site-Coordinators have completed 4 years or more of higher education (formal schooling past high school), with 17% of On-Site Staff and 35% of Site-Coordinators reporting completion of at least 6 years

of higher education, typically reflecting a college degree and units beyond a teaching credential.

The varied experiences of the staff, in combination with the educational backgrounds displayed in Table 13, suggest that the staff *may* possess reserves of educational resources and skills heretofore untapped.

The educational background of the after-school personnel (Table 13) stands in stark contrast with that of parents: Recall that parents' average formal school completion was 8.5 years for heads of households and 7.9 years for the second adult in the home. Additionally, 43% of heads of households and 45% of second adults in the home have completed only grade 6 or less. Thus, the issues of staff training and qualifications take on an even greater meaning given that many participating parents may not possess some of the formal educational skills and experiences that the regular school is, or will be, requiring from all children.

High School Aides

High School Aides constitute about one-third of **LA's *BEST*** staff. Excluding *acting-staff* from other programs (e.g., high school youth hired by Youth Services as Youth Services Aides who sometimes serve in the capacity of High School Aides for **LA's *BEST***), there are 59 High School Aides to 114 adult staff throughout the 19 **LA's *BEST*** program sites. Data on these High School Aides were not included in the earlier discussion, but are discussed separately in this section.

During the process of interviewing High School Aides, our evaluation staff also interviewed 12 Youth Service Aides who were identified by Site-Coordinators as persons who function as staff members for **LA's *BEST***. All discussions throughout this report about High School Aides, thus, are based on 63 respondents: i.e., 51 of the 59 high schoolers who are paid minimum wage from **LA's *BEST*** funds, and 12 high schoolers paid as Part Time Program Helpers (receiving over $5 per hour) out of Youth Services monies.

LA's *BEST* sites are allocated High School Aides based on Average Daily Attendance (ADA)(see Table 7). The number of Aides is expected to range between 2-5 per site: The actual range is 1-7, meaning that at least one site reported having only one High School Aide, and at least one site reported as many as seven. Based on our interviews of High School

Aides at 17 of 19 sites (Aides at two sites were not interviewed: at one site, because of deadline pressure; at the other site, because no LA's *BEST* High School Aides were employed), the distribution of Aides is as follows (Table 14):

Table 14

Distribution of LA's *BEST* High School Aides

# of Sites	# of Aides per Site	Total # of Aides
1	1	1
2	2	4
4	3	12
6	4	24
3	5	15
1	7	7
17		63 High School Aides

Table 14 shows that most sites have between 3 and 5 Aides.

Who are the LA's *BEST* High School Aides? The 63 High School Aides had been recruited from 27 different high schools. There were twice as many female Aides as male Aides (43 females and 20 males). Eight (8) sites had both female and male High School Aides; nine sites had only female or only male Aides. The majority of both females (63%) and males (70%) were bilingual (predominantly English and Spanish) with only two sites having no Aides that were bilingual. Of the 63 High School Aides, 22 (35%) spoke only English.

High school seniors comprised 40% of the Aides. The remaining percentages were as follows: 1 (2%) was a 9th grader, 14 (22%) were 10th graders, and 23 (37%) were in grade 11. At the time of data collection, 26 (41%) of the High School Aides reported that they had been with the LA's *BEST* program for 4 months or less, 26 (41%) for 5-11 months, and the remaining 11 (18%) for 12-21 months. Further review of the data

showed that 60-70% of High School Aides joined **LA's *BEST*** for the first time this year (1990-1991 school year), and half that percentage had started 3-6 months after this year's program had begun, based on a program starting date in September.

Aides' expectations for higher education. As a group, the High School Aides expect to pursue higher education: 78% said that, personally, it was "Very Important" (29%) to "Extremely Important" (59%) that they go on to college or some other training after completing high school. One-third had already taken either the PSAT or SAT and 81% planned to take one or more of these exams in the future.

This expectation to pursue higher education is reflected in High School Aides' responses to the question: "What will you do in the year right after you leave high school?" (Table 15).

Table 15

LA's *BEST* High School Aides' (N=63) Plans for the Year After High School Completion

What will you do in the year right after you leave high school?

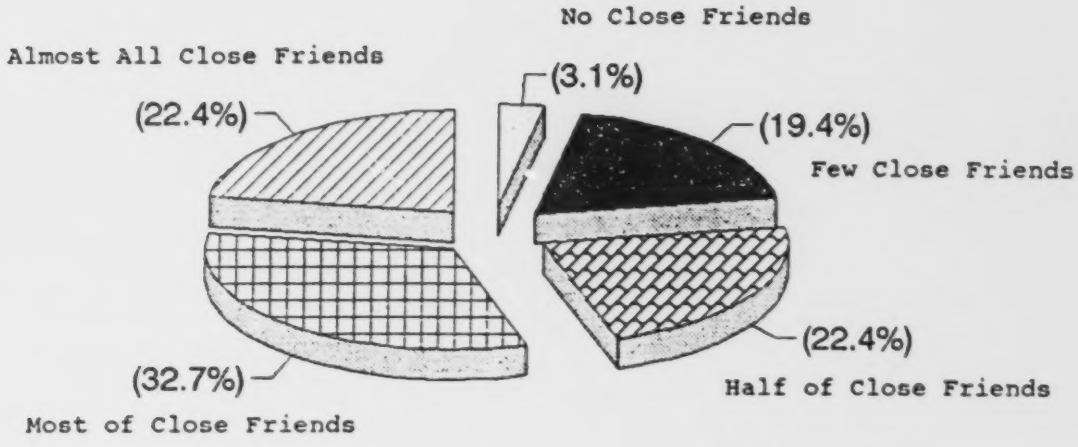
	I am THINKING about this	I WILL DEFINITELY do this	Not Sure/ Don't Know
a. Get Married	10%	3%	5%
b. Become a parent	5%	5%	2%
c. Join the military	14%	8%	6%
d. Get a full-time job	40%	16%	2%
e. Go to college/other school full-time	37%	25%	5%
f. Go to college/other school and get a job	37%	52%	3%

Note. Row percentages will not add to 100% because other column categories have been omitted from this table. The omitted columns are: "I will NOT do this" and "I have NO PLANS to do this."

High School Aides also associated with peers who planned to attend college or some other schooling beyond high school (Figure 3). Ninety-seven percent (97%) of the High

Figure 3

High School Aides and the Number of Their
Close Friends Planning to Attend College or Other School



School Aides said at least a few of their closest friends, and 76% said at least half of their closest friends, are seriously planning to go to college or other type of school beyond high school. Only 3% of Aides said that they had no close friends who are planning to go to college or other type of school beyond high school.

Post-high school training was similarly important to Aides' parents—25% of the Aides felt it was "Very Important" to their parents, and 52% said it was "Extremely Important" to their parents that they pursue education beyond high school.

Career aspirations. When asked about their career aspirations, 18 (28%) High School Aides reported that they planned to go into *teaching*. Three High School Aides named *child care work*, and three gave *child psychologist* as future career goals. Two Aides each identified *pediatrician, cosmotologist, teacher's aide, computer worker, registered nurse, lawyer, surgeon, probation officer,* or *"something to do with children"* for their future occupations. Each of the 21 remaining Aides named a different profession (for example, architecture, welding, firefighting, etc.). In total, the 63 Aides named career interests spanning 33 different occupations.

High School Aides' family history: Education. Though often drawn from the same or similar catchment areas as surround the **LA's *BEST*** sites, the High School Aides seemed to have family educational histories that differed from those of the **LA's *BEST*** families (see Table 9 for educational background of **LA's *BEST*** families). The average grade level completed for the fathers of High School Aides was 10.9 years; 26% of fathers had beyond grade 12 education; and 2% had completed education beyond grade 16. Mothers of High School Aides looked statistically similar to the fathers: their average grade level completion was 11.1 years; 23% had completed education beyond grade 12; and 2% had completed education beyond grade level 16.

The majority of High School Aides (68%) had family members who had attended some type of college. They reported that, on average, 1.5 members of their immediate family and 5.6 members of their extended family had attended college or other post-high school training.

What appears to be a difference in educational history between High School Aides' families and families of the **LA's *BEST*** elementary students may simply be a product of the 4-12 years difference in age between the two groups. If so, 4-12 years from now today's

LA's *BEST* families may look similar to today's High School Aides' families. Or, there may be real differences brought about by changing patterns of migration, employment, characteristics of today's job market, educational and social support for families, etc. Clarity on this issue may be useful to **LA's *BEST*** or to other school-based groups for planning more meaningful information, training, and general educational programs for **LA's *BEST*** parents since it would provide insight into the avenues of educational development that these families are likely to use.

Community Representatives (CRs)

Five individuals from the community function as Community Representatives (CRs) at three different program sites. Their roles and potential impact are discussed in Chapter 5.

Field Coordinators and Regional Recreation Directors

Four persons serve as Field Coordinators and four other people have the title of Regional Recreation Director. Within the different regional offices, these two groups work in pairs, one Field Coordinator with one Regional Recreation Director. Since each of these administrators has responsibility for overseeing many different regional programs (an estimated 35 different LAUSD programs), both types of administrators estimated that they spend an average of 10-15% of their time on **LA's *BEST*** responsibilities.

Resources are sometimes shared between the Field Coordinators and the Regional Recreation Directors. This has included not only some program supervison, but the sharing of educational opportunities, activities, and support services. For instance, a psychological trauma team under the auspices of one of these administrative branches was used during the 1990-1991 school year to help **LA's *BEST*** children handle violence at one of the school sites.

Some of the LAUSD regions sponsor more activities than other regions. This is also reflected in the activities of the different Field Coordinators and Regional Recreation Directors. For instance, for the 1990-1991 school year, one pair of regional administrators reported that they had held a variety of training sessions to which Site-Coordinators were invited. One of the training sessions held in September, 1990 included a range of topics: Library and tutorial activities, indoor and outdoor sports, policies and

procedures, child abuse and neglect, and sexual harassment. This same regional pair also holds regular meetings in addition to the monthly District-wide Site-Coordinators' Council.

CHAPTER 4

RESULTS: PERCEIVED QUALITIES AND EFFECTS OF THE PROGRAM

Liking and Valuing the Program

Children's Feelings About the Program (Grades 3-6)

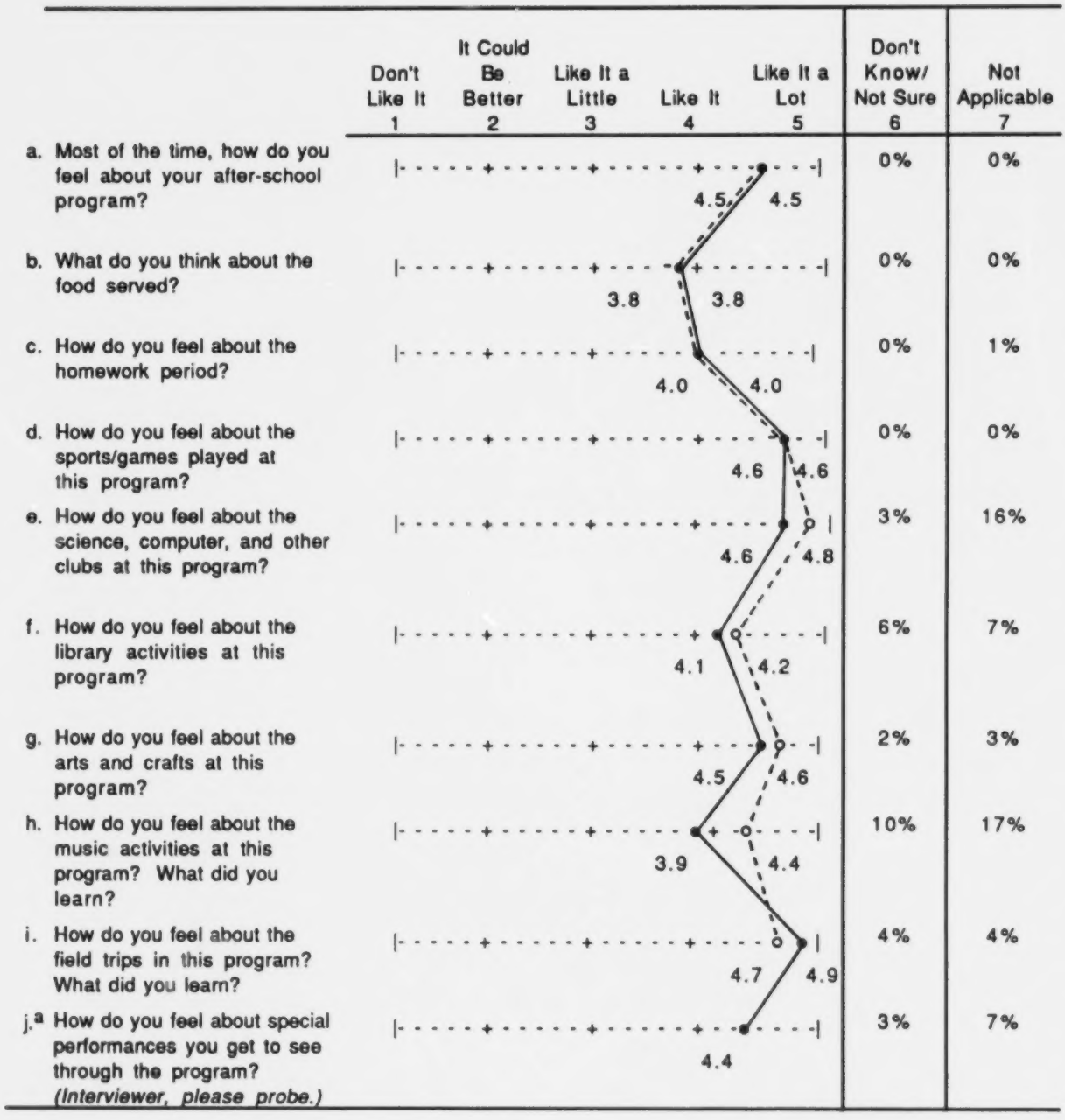
Feelings about specific program components. Children who presently participate in **LA's *BEST*** hold strong positive attitudes toward the program. Figure 4 plots the average for children's responses to questions about specific program components. This year's program component questions (see *Children's Questionnaire*, Appendix B) are identical to last year's with the exception of one new question on performing arts; thus, this year's average responses are comparable to last year's averages.

Overall, children appear to be very clear and certain about their ratings of the different program components, as evidenced by the small number of "Don't Know/Not Sure" or "Not Applicable" responses to these questions. Figure 4 shows that all but two of the children's mean responses for this year lie between "Like It" (4.0) and "Like It a Lot" (5.0). The general pattern of responses reveals that children's attitudes this year are almost identical to those of last year's children. In both years, children give their highest ratings to field trips, and their lowest ratings to food served.

One new program component that children were asked about this year was performing arts. The evaluation team used the term *special performances* to help explain what this term meant. Children rated the category of special performances very highly (mean = 4.4 on a 5-point scale).

Figure 4

Mean Ratings by Children for 1989-1990 (N=190) and for 1990-1991 (N=231) Concerning Their Liking of Specific Program Components



Note. - - - - = Mean response by Children for 1989-90. ——— = Mean response by Children for 1990-91. Means are calculated only on responses 1-5; responses for "Don't Know/Not Sure" and "Not Applicable" are deleted from means, but are shown in the right hand columns. Percents are rounded to nearest whole percent.

[a]This question was not asked of 38 children. Thus, the N for this question = 193 children.

Children's experiences with this new component include a variety of music, plays and skits performed either at the school or in the community (see Appendix D). As such, children did not always perceive *performing arts/special performances* as something separate and distinct from the daily program. Since it is early in the implementation of this new component, it is difficult to finely delineate and tease out responses to *performing arts/special performances* from the children's experiences of related program components. For instance, some of the children's attitudes about this new component are also subsumed under the related topics of field trips (to plays and to music events) and the program's music component (for example, members of the LA Philharmonic made site visits and gave 30- to 40-minute performances).

When asked to tell something about the *special performances* they had experienced, children gave diverse comments, reflecting some of the difficulties in differentiating this component from other aspects of the ongoing program:

"Some music people played instruments." (boy, 4th grade)

"The play was about an elephant named Trixy and I learned that elephants can dance and perform." (boy, 4th grade)

"Puppet show. Learned from the puppet show not to go to strangers' houses unless mother knows where you are." (girl, 5th grade)

"I've seen costumes, furs, shells, guns, and knives at Southwest Museum." (girl, 4th grade)

"L.A. Philharmonic. We learned stuff about the instruments." (boy, 3rd grade)

"At the museum, we saw bones. The hairy elephants." (boy, 3rd grade)

"People are showing us violin, cello. They show us the sound. We closed our eyes and we had to guess the sound." (girl, 5th grade)

"We've seen dances." (boy, 6th grade)

"We had performances about not taking drugs." (girl, 6th grade)

"We had dancers come." (girl, 5th grade)

"We saw drummers; I liked it!" (boy, 5th grade)

"They be playing instruments; teach us how to play the instruments." (boy, 6th grade)

"The kids in one after-school program put on a play for the other kids in the program; also a D.J. played rap music for a dance." (boy, 6th grade)

Feelings about the general program. When asked open-ended questions about what they like and dislike about the program, children's responses were varied, showing individual differences in preferences for particular activities.

"Arts and crafts because we make things for our parents." (girl, 4th grade)

"Crafts, playing, computers, and homework." (girl, 4th grade)

"The homework thing. Because when you go home late, you can do it there [at the program] and don't worry about it." (girl, 5th grade)

*"I like it because they help me do my homework. Teaches me new things. When I am in **LA's BEST**, I learn more." (girl, 4th grade)*

"It's fun! I'm in a basketball program where we play different schools. The program keeps us away from gangs and drugs and stuff." (boy, 5th grade)

"I like sports and computer lab." (boy, 4th grade)

"Playing tetherball, kickball." (boy, 3rd grade)

"It makes me happy and I have friends in the after-school program, and they give us gifts." (girl, 3rd grade)

"You get to join more sports and things and stay off the street. When I come up here with my homework, like Mr. Moore, they help us." (boy, 6th grade)

"I like the way they treat me." (boy, 4th grade)

"I like it; it is good for me; it helps me to do homework and learn new things." (girl, 5th grade)

In response to the question about what they did not like about the program, the majority of children made statements such as: "I like everything." "There is nothing I don't like." A few children, however, did list dislikes, and these tended to center around areas of discipline and rules for social behavior.

"I like everything." (girl, 5th grade)
(This was the most common response to the question about dislikes.)

"Some people talk and disturb me when I'm trying to do my homework." (boy, 6th grade)

"That it ends at 5:30 p.m. and I don't feel like going home yet." (boy, 6th grade)

"When the kids fight." (girl, 3rd grade)

"When we get benched." (girl, 4th grade)

"They holler at you." (boy, 4th grade)

"How they treat you. They're always getting me busted when I do something wrong." (boy, 6th grade)

"We don't have enough things like computer labs." (girl, 5th grade)

Overall, whether it was spontaneous remarks, responses to open-ended questions or answers to direct questioning about likes and dislikes, children gave very few negative responses about the program.

Would you come during vacation? Children's positive attitudes toward the program were reflected in their responses to the question: *Would you come to the* **LA's *BEST*** *program during vacation?* Four-fifths (80%) of the children said "Yes," 10% responded "No," and 10% failed to answer the question. The most common reasons given for not wanting to come to the program during vacation involved prior plans—most of these children already had plans for a family vacation or had something else in the planning stage with family members, friends, etc. Thus, the motivation was apparently not so much a desire to not come to the program, but rather a desire to do other activities, many of which were already planned.

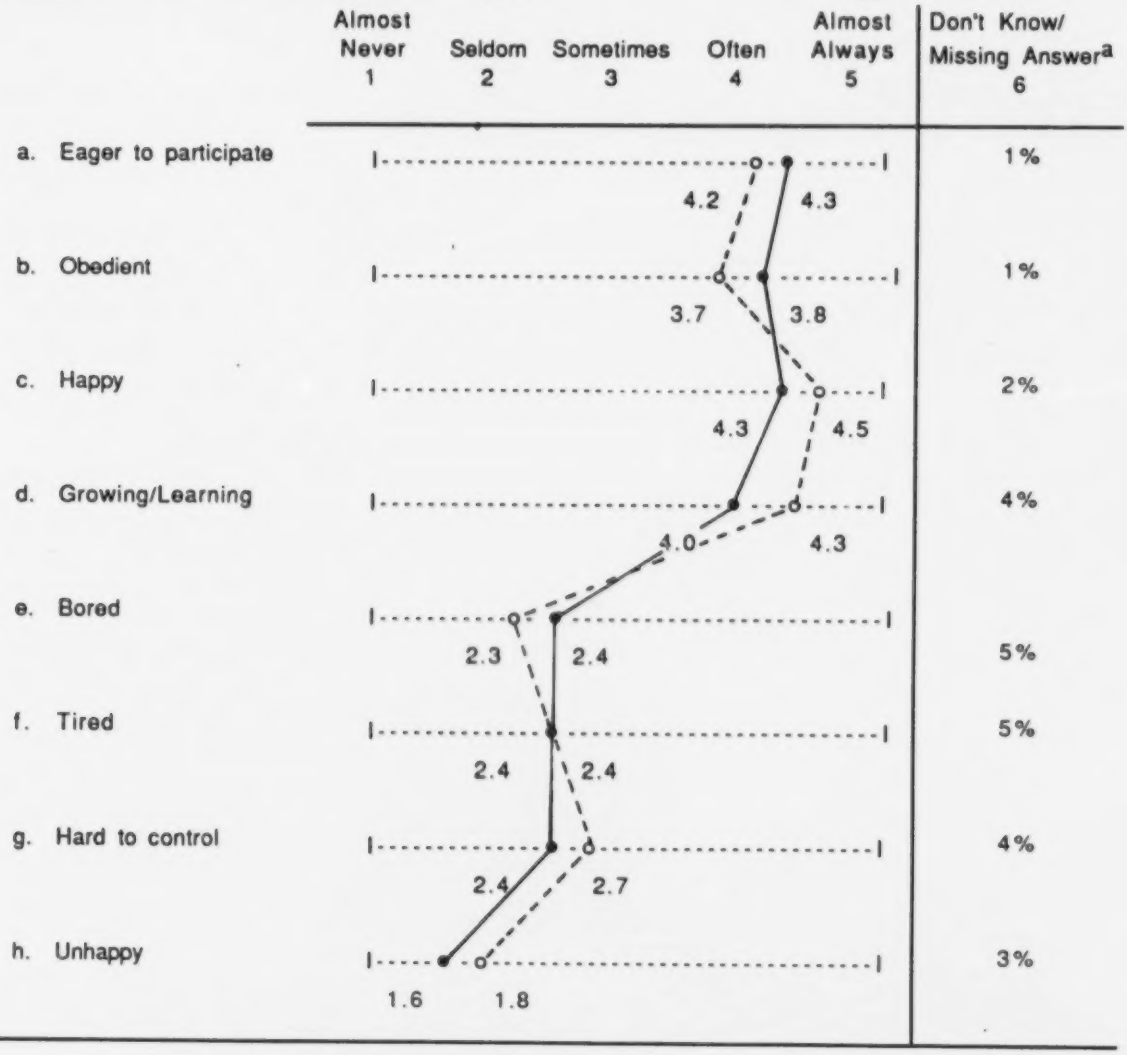
Other indicators of children's enjoyment of the program. On-Site Staff and Site-Coordinators provided another piece of information about children's attitudes toward the program. On-Site Staff and Site-Coordinators were asked to describe the children's behavior, moods, and attitudes during the daily program. These perceptions of children's feelings and actions during the program (Figure 5) were positive. Specifically, On-Site Staff and Site-Coordinators described children as "Often" to "Almost Always" eager to participate, happy, and growing/learning. Both groups of staff also described the children as "Seldom" to "Almost Never" unhappy and "Seldom" to "Sometimes" hard to control, tired, or bored.

This depiction of children's attitudes, behavior, and moods fits with what children themselves had said about their experiences in the program.

Figure 5

Staff Ratings of Children's Behavior and Attitudes During the Program

From what you have seen in the daily operation of the program, to what extent does each of these statements describe children's behavior in the program?



Note. - - - - = Mean response by On-Site Staff (N = 93)

——— = Mean response by Site-Coordinators (N=21)

Because two of the responding sites have two Site-Coordinators, there are 21 Site-Coordinator responses for 19 sites.

[a]No Site-Coordinators and only a very small percentage of On-Site Staff answered "Don't Know" or did not answer the question at all; these percentages for On-Site Staff appear in the far right-handed column.

Indicators of interpersonal relationships. Children described their interpersonal experiences with the **LA's *BEST*** staff in very positive terms. When asked about the grown-ups in the program (*Children's Questionnaire*, Appendix B), 98% of children described the program's grown-ups as helpful to them, "A Little" (13%) or "A Lot" (85%); virtually all children (98%) also felt that **LA's *BEST*** grown-ups cared about them and had high hopes for their success. This same percentage of children also indicated that they could easily talk with **LA's *BEST*** staff. Compared with last year's findings, this year's children enjoy an even stronger relationship with program staff. Noticeably, over one-fourth more children indicated this year that they could easily talk with the grown-ups in the program "A Lot," suggesting that communication lines have been opened even more between children and program staff. One child expressed it this way at the close of the interview: "It's good. They listen to you when you have something to say, and they will do something about it!" (boy, 6th grade).

Children also report that they know many other children in the program. Half of the children (51%) said that they knew at least 15 other children in the program, and one-third knew at least 10. In contrast, only 2% of children said that they knew only 4 or fewer children in the **LA's *BEST*** program.

Self-reported changes in children's attitudes toward regular school. Four-fifths of children (83%) also reported an increased liking of *regular* school since participating in the **LA's *BEST*** program, with over half indicating that they like school "a lot more." Table 16 shows the breakdown of children's responses to this question.

Table 16

Children's Self-Reported Changes in Liking of Regular School

Like school a lot less	0.4%
Like school less	2.6%
No change	13.0%
Like school more	29.0%
Like school a lot more	54.1%
	0.9% missing responses

The overall staff perception that the children are learning and growing in the daily program (Figure 5) supports children's own ratings of changes in their liking of *regular* school (Table 16). Additionally, the children's feelings about the homework component (Figure 4) as well as their comments about learning new things and reading more suggest that children may be getting more out of their regular school experience.

Valuing of the Program by Other Participants

In general, LA's *BEST* children value the program. But what about other participants? How do they experience, value, and rate this year's LA's *BEST*?

Should the program be extended? Parents, Site-Coordinators and Principals were asked to judge how valuable it would be to offer this program during times when it has traditionally been closed, as well as to further extend program services to kindergarten children. (At present, the program does serve kindergartners, but primarily those that attend the afternoon sessions; morning session kindergartners leave the school grounds before the LA's *BEST* program opens in the early afternoon.) Table 17 shows that the highest percentages of responses were in the category "Extremely Valuable."

Notice that while still responding positively, each of the three groups showed the least enthusiasm for extending the program to accommodate more kindergartners. Respondents were concerned that such an extension would mean an extremely long and tiring day for morning kindergartners. Table 17 shows that only 38% of Principals thought that expanding the program to kindergartners would be "Extremely Valuable"; 23% of Principals thought it would be "Valuable"; and 15% thought it would be "Somewhat Valuable." The comments of one Principal pointed as well to a value issue concerning young children: "Young children [kindergartners] should be with family and the school shouldn't become full-time babysitters."

One of the sites that had early-on served kindergartners tried to make appropriate adjustments for its youngest participants by providing a nap time as part of the children's regular program schedule. As the 1990-91 school year progressed, the other 18 sites received 10 cots each, in order to more appropriately adjust their program activities to meet the needs of the youngest children.

Table 17

Parent, Principal, andf Site-Coordinator Perceptions Concerning the Expansion of Program Services

	Somewhat Valuable			Valuable			Extremely Valuable		
	Parents	Site-Coordinator	Principal	Parents	Site-Coordinator	Principal	Parents	Site-Coordinator	Principal
During Summer	14%	0%	0%	4%	29%	10%	82%	71%	90%
During Off-track	13%	7%	8%	4%	29%	17%	83%	64%	75%
For Kindergartners	34%	15%	15%[a]	7%	40%	23%	59%	60%	38%

Note. Percents may not total 100% because of rounding to nearest whole percent.

[a]23% of principals indicated that it would not be valuable to extend the program to include morning kindergartners (not shown in Table 17).

Is LA's *BEST* different from regular school? On average, staff do not describe the program as closely imitating regular school, even though academic supports and enrichment are key elements of the program as planned. As shown in Table 18, 65% of Site-Coordinators and 43% of On-Site Staff describe the **LA's *BEST*** program as "40% or less" like regular school. Ten percent (10%) of On-Site Coordinators compared to 30% of On-Site Staff describe the program as 61-100% like regular school. Thus, as seen by staff, there is some overlap with regular school-like activities, but not duplication.

Parents perceive the program as even less like regular school than do the two staff groups shown in Table 18. Only 15% of the parents interviewed either agreed or strongly agreed with the view that the program is "too much like regular school."

Table 18
LA's *BEST* Similarities to Regular School

How much of the After School Program is like regular school?					
Group Responding	0-20%	21-40%	41-60%	61-80%	81-100%
On-Site Staff (N=93)	23%	20%	26%	23%	7%
Site-Coordinators (N=21)	25%	40%	25%	5%	5%

Although not seen by parents as too much like regular school, the program was still rated by parents as educational and instructional: The majority of parents disagreed (55%) or strongly disagreed (29%) with the criticism that "the program doesn't teach students enough"; and 62% of parents disagreed, and 23% strongly disagreed, with the idea that "there is not enough instruction." The majority of parents also did not perceive staff as either too strict or too easy on the children: 78% of parents disagreed or strongly disagreed with the view that staff was too strict; and 83% of parents disagreed or strongly disagreed that staff was too easy with the children.

Though this year's study found a sizable increase in homework activities being offered across the different program sites (Figure 2 and Table 11), the majority of parents, staff, and Site-Coordinators did not describe **LA's *BEST*** as "a lot like regular school." Rather, these groups, on average, perceived distinct differences between regular school-

like educational activities and the learning, instruction, and educational experiences offered by the **LA's *BEST*** program.

Indicators of Program Effectiveness

As in last year's study, this year's evaluation sought to obtain a variety of program effectiveness ratings from the different participating groups. These ratings address diverse program aspects including: effectiveness of program content and offerings; program operations and functioning; and ratings of indirect effects on children, families, and program personnel.

Perceived Effectiveness of Major Component Areas

Table 19 displays program effectiveness ratings for the major program components, as perceived by parents, On-Site Staff, Site-Coordinators, and Principals. The last three items in Table 19 were asked only of program and school personnel and refer to perceived effectiveness of program outreach to, and communication with, the wider community.

As a group, Principals gave the lowest ratings for almost all program components listed in Table 19. In fact, five of their 12 averaged ratings fell below the category "Good." On-Site Staff and Site-Coordinators, in contrast, rated all but two program components at or above "Good." The majority of their ratings were quite positive: On-Site Staff rated effectiveness of homework and free play time as "Great." Both Principals and Site-Coordinators seemed clear in their ratings, given that few used "Don't Know/Not Sure" responses. On-Site Staff seemed less certain, and chose the "Don't Know/Not Sure" category more often than did any other group, including parents.

In contrast to ratings by the three school groups, parents' average ratings never fell below the category, "Good." Parents were particularly positive about the enrichment activities (see Table 19). However, parents did give moderate to low ratings to the program's nutrition component (just as the children had done) and to the safety component (mean = 3.3). Parents' ratings of these two items were similar to those assigned by Principals. Again like the children, parents assigned their highest ratings to field trips (mean = 4.1). Parents' next highest ratings were for special clubs, the library and music programs, and children's exposure to the performing arts.

Table 19

Participants' Mean Ratings of Perceived Program Effectiveness

Program Component	Respondents							
	Parents (N=231)		On-Site Staff (N=93)		Site-Coordinators (N=21)		Principals (N=16)	
	Mean	Don't Know	Mean	Don't Know	Mean	Don't Know	Mean	Don't Know
Safe physical environment	3.3	2%	3.8	0%	3.6	0%	3.3	0%
Homework assistance	3.5	3%	4.0	8%	3.6	0%	3.3	0%
Educational activities	3.7	2%	3.8	5%	3.4	0%	2.9	0%
Recreational activities	3.8	1%	3.9	0%	3.8	0%	3.2	0%
Field trips	4.1	5%	3.5	14%	3.3	0%	3.8	0%
Special clubs	4.0	18%	2.9	31%	3.0	0%	2.5	13%
Library program	4.0	13%	3.5	26%	3.0	0%	2.5	0%
Dance program	3.9	18%	3.7	20%	3.1	5%	3.2	6%
Music program	4.0	18%	3.6	29%	2.5	24%	2.9	6%
Free play time	3.7	3%	4.0	3%	3.6	0%	3.1	6%
Nutrition	3.2	3%	3.8	3%	3.3	0%	3.1	0%
New experiences	3.8	7%	3.8	12%	3.5	0%	2.9	6%
Opportunity to be creative	3.8	2%	3.8	7%	3.8	0%	2.9	0%
Exposure to performing arts[a]	3.9	12%						
Outreach and Communication								
Accessing community resources			3.1	31%	2.5	0%	2.8	0%
Communicating with parents			3.5	11%	3.5	0%	3.3	0%
Communicating with daytime teachers			3.1	23%	2.9	0%	2.9	0%

Note: Mean scores are based on a scale of 1-5: 1=Poor, 2=Adequate, 3=Good, 4=Great, 5=Excellent.

[a]This category was added late in the data collection process. Therefore, responses for three groups are missing.

Indicators of Program Impact

Teachers' Perceptions of LA's *BEST* Compared with Non-LA's *BEST* Children in the Classroom

All regular classroom teachers from the eight intensive-study sites received in their school mailbox a brief explanatory letter attached to the *Regular Classroom Teacher Questionnaire* (Appendix B). Seventy-two (72) of 102 regular classroom teachers for grades 1-6 completed and returned a one-page questionnaire about how their **LA's *BEST*** students compared to the non-**LA's *BEST*** students within the classroom setting. The bulk of responding teachers taught at grade levels 3-6; for unknown reasons, no kindergarten or second grade teachers returned their questionnaire. The distribution of returned questionnaires is shown in Table 20.

Table 20
Distribution of Classroom Teacher Questionnaires Returned

Grade Level Taught	Number of Teachers	Percent
1	1	1.4
3	18	25.4
4	19	26.8
5	15	21.1
6	12	16.9
3rd/4th	4	5.6
4th/5th	1	1.4
5th/6th	1	1.4

Nine (13%) classroom teachers indicated that at some point they had worked for **LA's *BEST***, and three (6%) had performed some type of volunteer activity for the program. As a group, these 72 responding teachers reported that, in theory, they were very supportive of the **LA's *BEST*** program at their school (average response 4.8 on a 5-point scale, with the most frequent response being 5, "Very Supportive").

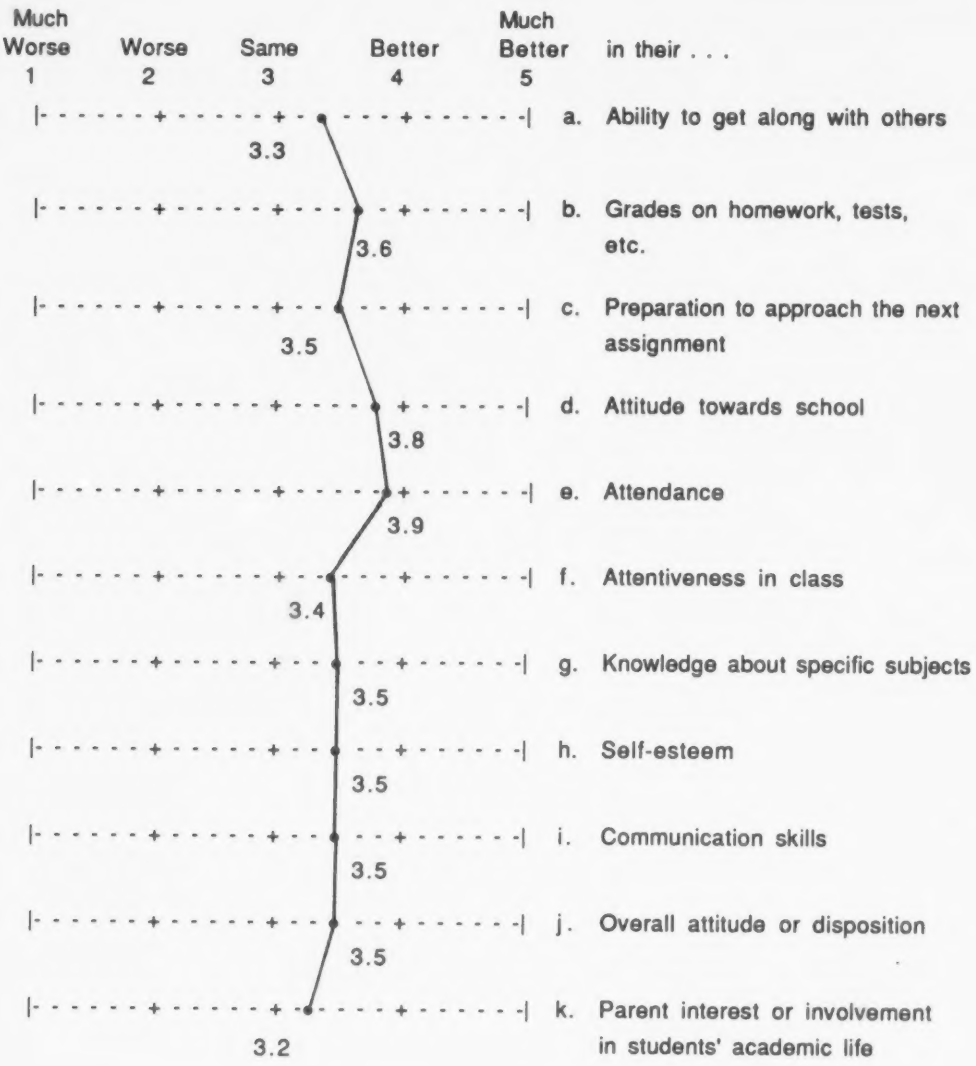
Figure 6 displays regular classroom teachers' ratings of how their **LA's *BEST*** students compared to non-**LA's *BEST*** students within the same classroom. Notice that **LA's *BEST*** students are, on average, consistently rated higher on specific classroom behavior and performance than non-**LA's *BEST*** students.

Notice that on each item, regular classroom teachers assigned a higher average rating to the **LA's *BEST*** group when compared with the non-**LA's *BEST*** group. Teachers' ratings of several areas shown in Figure 6 corroborate staff's perception that children are growing and learning. This is also consistent with children's self-reports and parents' reports about children liking the homework component (Figure 4), doing more reading and learning new things. Similarly, parents report that their child(ren)'s participation has resulted in "Somewhat Positive(ly)" to "Very Positive(ly)" changes (Figure 7) in the same areas shown in Figure 6: ability to get along with others, grades on homework and tests, attitudes toward school, communication skills, and knowledge about specific subjects. Data about **LA's *BEST*** program offerings, as shown in Table 11, indicate that the program has substantially developed in the areas of general homework, tutoring and assistance, original instruction and supplementary work, a quiet atmosphere, reading, science lessons, and incentives for homework completion.

Figure 6

Regular Classroom Teachers' Ratings of LA's *BEST* vs. Non-LA's *BEST* Students

Compared to the rest of my class, the students named above *as a group* are. . .



School Performance (Grades and Attendance)

Table 21 displays the overall Grade Point Averages (GPAs) of 183 **LA's *BEST*** children from grades 3-6. These are the GPAs of the children interviewed at the eight intensive-study sites. Only 183 of the 231 Cum Files for interviewed children were useable; 48 of the 231 Cum Files had large amounts of missing data and could not be used.

Ninety-nine (99) of the 183 Cum Files were files of English as a Second Language (ESL) children. With two exceptions, statistical tests showed no significant differences between children who had at any time in their school career been categorized by the school as ESL and children who had never been so categorized. The two exceptions were math achievement in 1990-1991 and handwriting achievement in 1990-1991. The **LA's *BEST*** ESL children achieved significantly higher GPAs in math ($p<.01$) than did the non-ESL children in **LA's *BEST***. For the 1990-1991 school year, **LA's *BEST*** ESL children had GPAs of 2.7 and 2.8 for math achievement and handwriting achievement, respectively; the **LA's *BEST*** non-ESL children attained GPAs of 2.3 and 2.5, respectively, for these same areas of school achievement. Notice that, overall, the achievement grades for **LA's *BEST*** children rose between the 1989-1990 and the 1990-1991 school year.

Table 21

Grade Point Averages (GPAs) from LA's *BEST* Children's Cum Files
1989-1990 and 1990-1991 (N=183)

	1989-1990 School Year		1990-1991 School Year	
	Achievement GPA	Effort GPA	Achievement GPA	Effort GPA
Reading	2.2	2.5	2.6	2.8
Composition	2.2	2.5	2.4	2.7
Math	2.3	2.5	2.5	2.8
Science	2.3	2.5	2.5	2.7
Social Science	2.3	2.5	2.5	2.7
Overall GPA for academic solids	2.2		2.5	
Spelling	2.3	2.5	2.6	2.8
Handwriting	2.4	2.6	2.6	2.8
Oral language	2.5	2.6	2.9	3.0
Health	2.4	2.5	2.6	2.8
Music	2.5	2.6	2.8	2.9
Art	2.5	2.7	2.9	3.0
Physical Ed.	2.6	2.7	2.9	3.0
Overall GPA for non-academic solids	2.5		2.8	
Plays Well with Others	2.2		2.3	
Finishes Work on Time	2.1		2.2	

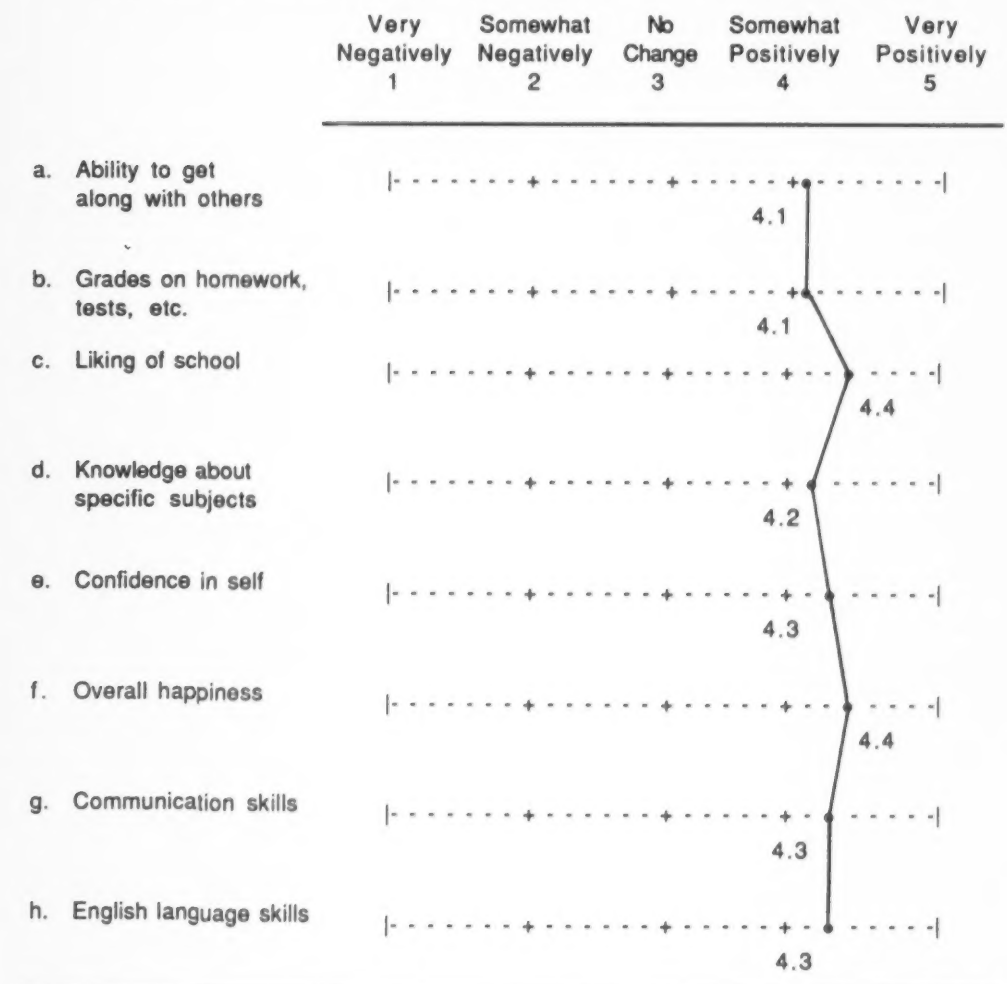
Parents' Perceptions of Effects on Participating Children

Last year's parents reported a number of indirect effects that the program seemed to be having on participating children. Those items identified by last year's parents were reformatted and presented to this year's parents in the form of direct questions. Figure 7 lists these questions with the mean ratings of parents.

Figure 7

Parents' Mean Ratings of Program Impact on Children

How has participation affected your child/children in terms of their. . .



Across a variety of social/emotional domains, knowledge and academic categories, and communication skills, parents perceived the program as having a positive effect on participating children. Parents' mean ratings for the eight areas queried ranged between 4.1 and 4.4 on a 5-point scale (where 4.0 = "Somewhat Positively" and 5.0 = "Very Positively") (see Figure 7). Parents gave the highest ratings to increases in their children's liking of school and overall happiness. This perceived increased liking of school is also supported by children's own reports about changes in their attitude toward school, and regular classroom teachers' perceptions that **LA's *BEST*** children seem to like school more than non-**LA's *BEST*** students. In response to open-ended questions as well, parents frequently mentioned that the children seemed happier and more talkative and social since participating in the program.

The next highest gains for children, as perceived by parents (Figure 7), were in English language skills and self-confidence. The lowest gains perceived by parents, though still solidly in the direction of positive change, were for knowledge about specific subjects, grades on homework and tests, and ability to get along with others. These issues that parents perceive as being least influenced by program participation may indicate weaker areas of the program.

What Impact Does the Program Have on Parents/Families?

Just as parents perceived that the program had an impact on participating children (Figure 7), they also reported specific effects on either themselves and/or the family. Table 22 shows the percentage of parents reporting these kinds of changes as a result of their child's participation in **LA's *BEST***.

As reflected in the top half of Table 22, one-quarter of families reported some increase in the amount of family time and amount of talk- and fun-time they spend with their child. Half of the families experienced increased attentiveness in their work responsibilities and reported that they were able to accomplish more work during the day.

More than half of the parents indicated that program participation had reduced money worries, and nearly four-fifths of parents said that they experienced a lessening of both stress levels and homework battles in the evenings.

Table 22

Program Impact on the Family as Perceived by Parents (N = 131)

	No Change	Small Increase	Large Increase
Family time spent with child	63%	12%	12%
Talk-time and fun-time spent with child	65%	16%	11%
Attentiveness on your job, etc.	46%	22%	27%
Able to do more during work day	43%	25%	24%

	Problems Have Been Lessened		
	Some	A Lot	A Great Deal
Lessened money worries	19%	23%	14%
Lessened evening stress level	30%	30%	20%
Lessened battle over homework	16%	30%	30%

Note. Only the three most interesting of 5 total categories are shown in this table. Thus, the rows do not add up to 100%.

What Impact Does the Program Have on Staff?

Adult Staff. Four-fifths of On-Site Staff (excluding High School Aides) greatly enjoy their work. Two-thirds of staff members describe their relationships with co-workers as "Great" to "Excellent," and half of the staff used the same adjectives to describe the physical surroundings and the materials/supplies available in the work place. Table 23 displays these percentage ratings by On-Site Staff.

Table 23

On-Site Staff's (N=93) and High School Aides' (N = 63)
Percent Ratings of Their Work Environment

	Poor	Adequate	Good	Great	Excellent
Enjoyment of Your Work	0%(3%)	1% (0)	16%(10%)	25%(21%)	58%(67%)
Relationships with Co-workers	0% (0)	3% (2%)	27%(16%)	29%(30%)	40%(52%)
Physical Surroundings	0%(2%)	10%(10%)	4%(33%)	27%(37%)	19%(19%)
Materials/Supplies	2%(10%)	16% (6%)	32%(29%)	30%(24%)	20%(32%)

Note. Columns show responses of On-Site Staff (left side) and High School Aides (right side, in parentheses).

High School Aides responded to the same question; their responses appear in parentheses ( ) in Table 23. Notice that the high schoolers exhibit a pattern of responses similar to the other staff: 88% of high schoolers said they greatly enjoy their work, and 82% thought their relationships with co-workers are "Great" to "Excellent." However, only 56% of high schoolers felt that the physical surroundings and materials/supplies deserved high ratings.

In open-ended questions about the influence of program participation on the staff's professional development, On-Site Staff made such statements as:

Career Development

"Great experience for my field of study; it will help with a future job."

"Making me strongly consider working with kids as a career."

"More ideas for my classroom."

"It has helped me to become more confident about my own ideas [activities]."

"Has given me the ability to try many new activities."

"Helped me to implement classroom management techniques and to learn to adjust quickly when they are not working."

Understanding of Child Development

"It has enhanced my knowledge of human development and how to better cope with it."

"More at ease with children."

"It has helped me learn about children of different cultures and understand their special needs."

Enjoyment

"Facilitates my using my creative talents."

"To work with children outside of the classroom."

Adolescent Staff: High School Aides. Evaluation staff designed the *High School Aide Questionnaire* (Appendix B) to explore various areas of program impact. The **LA's *BEST*** High School Aides answered questions about grades in school, what they would be doing in the absence of **LA's *BEST***, how they personally experience their jobs, how the program has helped them (if at all), and in what ways their experiences in this program have influenced their plans for the future.

According to 33% of High School Aides, their grades in school improved during the time they worked at **LA's *BEST***; 62% indicated that their grades had remained the same throughout their tenure with **LA's *BEST***; and only one high schooler reported a drop in his/her grades.

High School Aides indicated that they would be doing the following activities "A Lot" to "A Great Deal" if they were not working for **LA's *BEST***: engaging in activities with friends (62%), participating in activities at the high school (48%), working a different job (40%), studying at home (35%), and an equal percentage (19%) of High School Aides indicated that they would be watching television and/or caring for kids. Table 24 displays a more detailed break down of high schoolers' responses to these questions.

Table 24

LA's *BEST* High School Aides' Activities in the Absence of the Program

What would you be doing at the end of the school day if you did not work for **LA's *BEST*** ?

	Not at All	Very Little	Some	A Lot	A Great Deal
a. Be home watching TV	27%	27%	27%	8%	11%
b. Be home caring for kids	37%	11%	33%	11%	8%
c. Be home studying	13%	13%	40%	29%	6%
d. Working a different job	29%	8%	24%	19%	21%
e. Doing activities at High School (band, sports, clubs)	27%	10%	16%	13%	35%
f. Doing activities with friends	8%	13%	18%	43%	19%

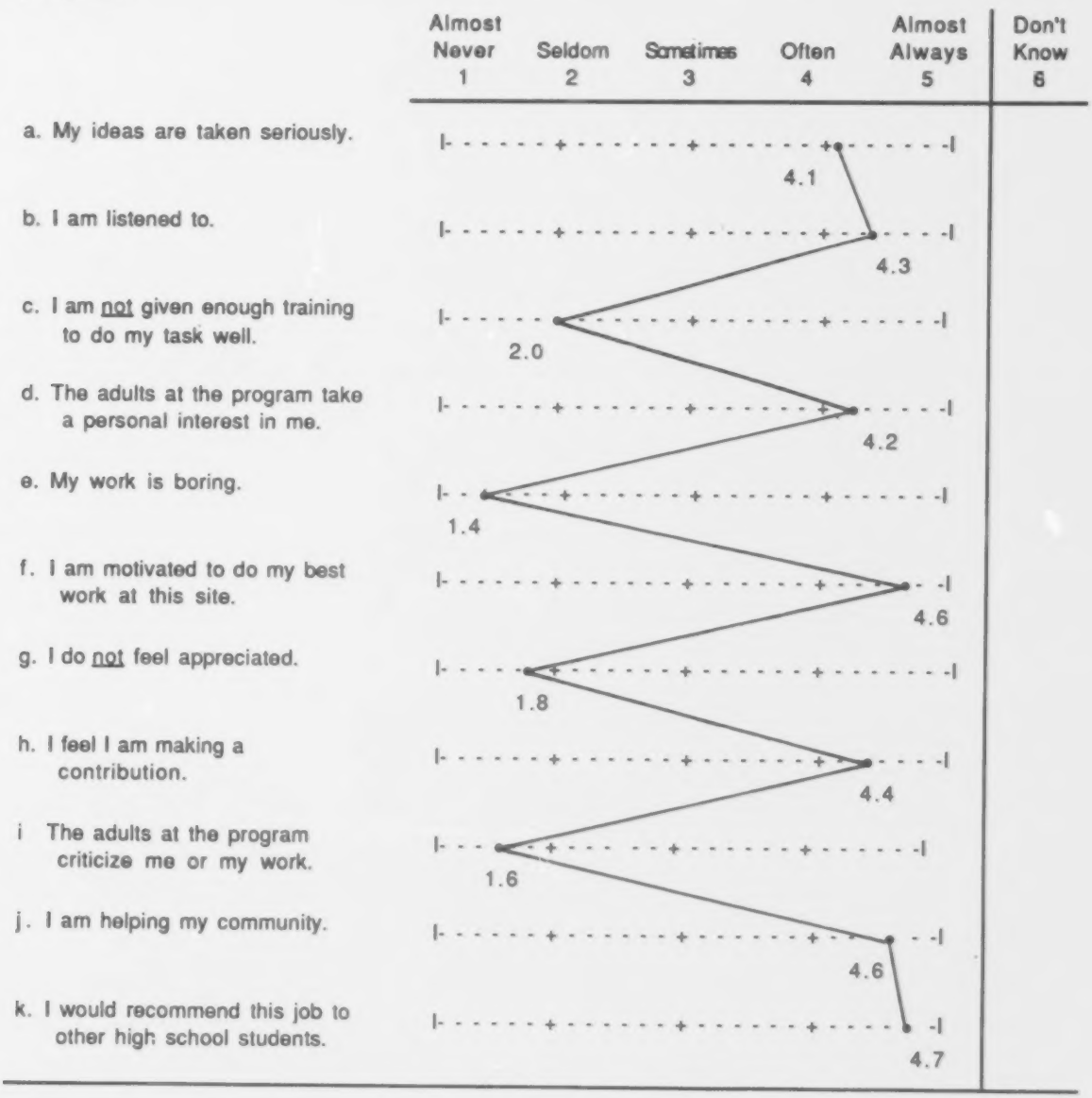
Overall, the High School Aides report a fairly high level of satisfaction with their job experience. Figure 8 presents High School Aides' averaged responses to specific questions about their affective experiences and sense of accomplishment as a result of working with this program.

The Aides report that they are motivated to do their best work (mean = 4.6), that they are contributing to their community (mean = 4.6), and that they would "Almost Always" recommend their job to other high school students (mean = 4.7) (Figure 8).

Figure 8

LA's *BEST* High School Aides' Affective View of Their Experience with the Program.

To what extent do these statements describe <u>your</u> particular experience within the **LA's *BEST*** program?

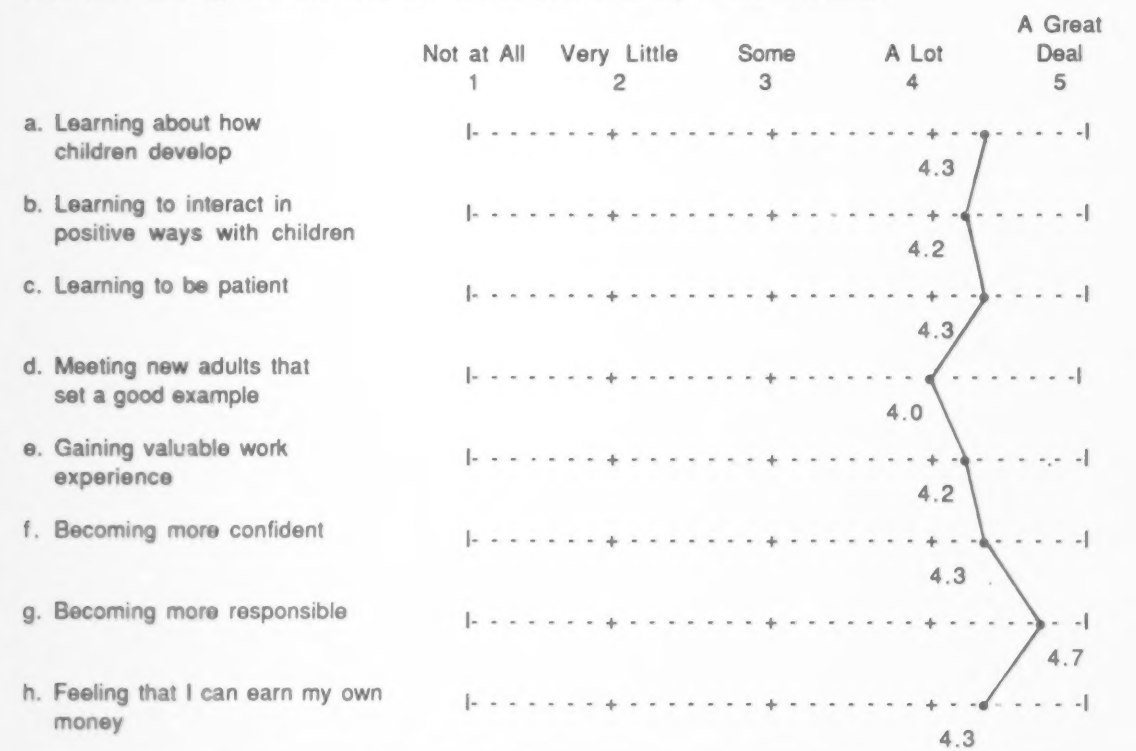

Almost Never 1
Seldom 2
Sometimes 3
Often 4
Almost Always 5
Don't Know 6
a. My ideas are taken seriously.
4.1
b. I am listened to.
4.3
c. I am not given enough training to do my task well.
2.0
d. The adults at the program take a personal interest in me.
4.2
e. My work is boring.
1.4
f. I am motivated to do my best work at this site.
4.6
g. I do not feel appreciated.
1.8
h. I feel I am making a contribution.
4.4
i The adults at the program criticize me or my work.
1.6
j. I am helping my community.
4.6
k. I would recommend this job to other high school students.
4.7

In an earlier phase of this year's data collection, On-Site Staff (excluding High School Aides) mentioned specific ways in which program involvement had helped them in other areas of their life. Our evaluation staff then restructured some of these comments into rating scales, and presented them to High School Aides. Figure 9 shows that, on average, High School Aides believe that they have been helped "A Lot" in selected program areas, most notably in areas of personal development: becoming more responsible, becoming more confident, learning to be patient, and feeling that "I can earn my own money." Aides also felt that they were learning "A Lot" (mean = 4.3) about how children develop.

Figure 9

LA's *BEST* High School Aides' Self-Reported Learning Experiences
As a Result of Employment With the Program (N=63)

How has working with the program helped you (if at all) in the following?



A review of the actual percentage breakdown (not shown here) for the items in Figure 9 reveals that no more than 5% of the 63 respondents marked "Not At All" and/or "Very Little" for any area shown in Figure 9. Thus, there was strong consensus among the Aides that they had been helped "Some" to "A Great Deal" in all areas included in Figure 9.

Lastly, in terms of High School Aides' self-reports of program impact on their lives, three-fourths said that their experiences with the program had influenced their future plans. Only 39 of the 63 Aides were asked the question, "Has your experience with LA's *BEST* influenced your future plans?" (this open-ended question was added late in the data collection process). Of the 39 Aides queried, 40% said that they are now considering teaching as a possible career: "Since I've been here, I'm thinking about becoming a teacher," said one Aide. About one-fourth (27%) expressed an interest in working with children in some capacity, 7% thought that they might open a day-care facility, and another 7% wanted to work with the community. The remaining Aides gave a variety of other responses: "It makes me think how important it is to get a job"; and "It's made me more serious about school."

CHAPTER 5

TOPICS OF SPECIAL INTEREST AND PARTICIPANTS' SUGGESTIONS FOR IMPROVEMENT

This chapter addresses several topics of special interest and participants' ideas about how the program might be improved. The special-interest topics (a) grew out of the findings of last year's study, (b) were specifically requested by the **LA's *BEST*** Evaluation Committee, or (c) in other ways emerged from the data or through routine contact and observation of the program. Specifically, this chapter will examine in more depth the special issues of safety, the role of Community Representatives, school-based and non-school-based supports for the on-site program, staffing, and staff training. Participants' suggestions for program improvement complete the chapter.

Topics of Special Interest

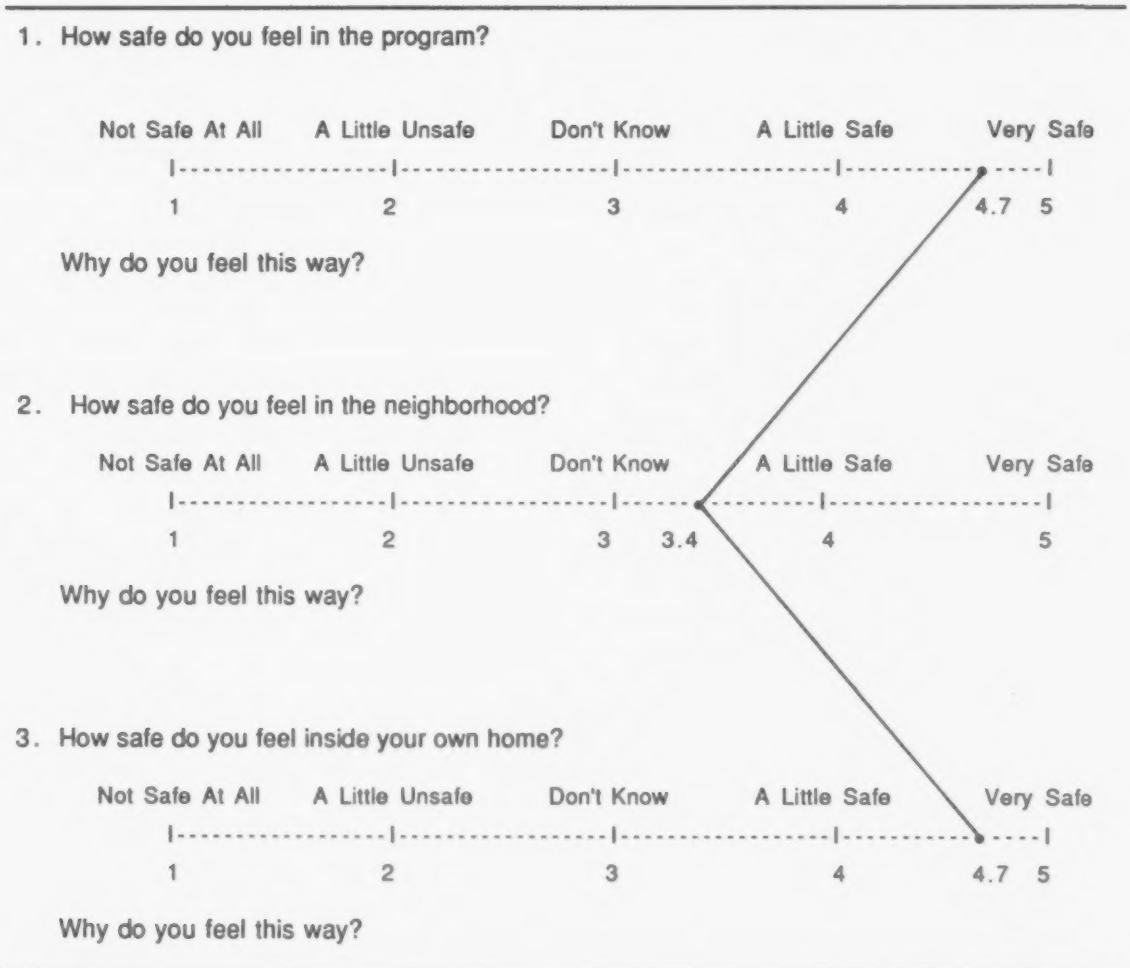
Safety

On the questionnaires for parents, Principals, and On-Site Staff, mean ratings for program effectiveness in the area of safety ranged from 3.3 (parents and Principals) to 3.8 (On-Site Staff) (Table 19). These ratings are almost identical to those made by the same groups in last year's study. As last year, safety is a concern of many participants.

Children's concerns about safety. Children expressed some of their concerns about safety in their responses to three questions asking them to rate how safe they felt in the program, in the neighborhood, and at home. Their responses are shown in Figure 10.

Figure 10

Children's Mean Responses Concerning Feeling Safe (N = 231)



First, children felt "Very Safe" in the program and at home. When asked why they felt that way, they gave responses such as:

> *"Because Mr. [staff member's name] is my friend. We stick around and we have fun." (boy, 3rd grade)*

> *"That time the Jordan High School people were shooting, they (**LA's BEST**) told us to get under the table." (boy, 3rd grade)*

> *"Because there are a lot of people and sometimes there is the school police." (boy, 5th grade)*

"Because sometimes some gang bangers come around and they shoot." (girl, 4th grade)

"I don't have to worry about anyone bothering me." (girl, 5th grade)

"Because everybody cares about me." (girl, 4th grade)

Children felt significantly less safe ($p < .001$) in the neighborhood than in either the program or at home. Generally, the reasons given revolved around the violence and harassment that they felt existed outside the school gates and/or outside the home.

Safety in the neighborhood

"Too many gang members walking at night." (boy, 6th grade)

"There are drug dealers, winos, and gang members. They look at me as if they will do something." (girl, 6th grade)

"Too much drugs, drive-by shootings and killings." (boy, 5th grade)

"Not a good neighborhood. Cars are stolen. Graffiti on all the buildings. Some people beat my father's friend and he was in a coma." (boy, 4th grade)

"There are a lot of guys who will take kids." (boy, 5th grade)

"Because of the coke deals and the writing on the walls done by gang members." (girl, 5th grade)

"There's a lot of fighting and a lot of killing." (boy, 3rd grade)

Safety at home

"There are three guns in the house and I know where they are and the bullets." (boy, 4th grade)

"We have lots of locks on the doors and safety locks on the window." (boy, 6th grade)

"Because mom and dad are there to see after me." (girl, 5th grade)

"Because in case if they shoot, we have a house to protect us." (boy, 4th grade)

Even children's mean response of 3.4 (on a 5-point scale) to the question about feeling safe in the neighborhood (Figure 10) may not fully reveal their concerns. For instance, some children answered that they felt "Very Safe" in the neighborhood. But when they were asked to explain why that was so, they invariably explained that their parents or other relatives, etc., were always with them when they went out into the neighborhood, and

thus, they always felt protected by the group that surrounded them. The idea was that they felt safe because these people would protect them. However, these children's responses did not address the issue of *why* they required protection in the first place. Data were not available concerning how safe children feel if and when they are alone in the program, in the neighborhood, and/or alone at home.

An indirect means was used to further explore the issue of being "alone." This involved examining the case of children who reported that in the absence of the **LA's *BEST*** program, they would be "alone" after school (see Table 10). On examining these children's responses, we found that children who reported that they would be "alone," or in the after-school care of other children, were significantly more likely to come from families that were not English-speaking only ($p < .05$), but, rather, were families that spoke English *and* another language, or *only* another language than English. Those children who had other than English-only spoken in the home felt significantly less safe inside their own homes ($p < .05$) than did children from English-only speaking homes.

Keeping in mind that the children sometimes answered safety questions by describing who and what keeps them safe, and not by including who or what they needed to be protected from, tallies were made of the frequency with which children used such terms as "gangs," "shootings/guns," "dangerous people," and "harassment" in reference to the program, the neighborhood, and the home. Of the 231 children completing questionnaires, 89 children specifically named gangs, 73 mentioned guns and shootings, 47 listed dangerous people, and 16 referred to harassment, being followed home from school by threatening people, or being bothered by people who were trying to get them to get into cars.

Even for questions concerning safety in the program or at home, children made references to the above-mentioned dangers: 20% of students referred to these dangers when answering the question about safety in the **LA's *BEST*** program; 65% of children used these specific words in response to their feeling safe or unsafe in the neighborhood; and 13% used these terms in their explanations of why they felt safe or unsafe at home. Even when the exact term, such as "gang," was not used by a child, it was common for his/her response to refer to an implied danger. These *implied* dangers, however, were not counted in the above mentioned tallies. If they had been included, the percentages would be substantially higher.

Informal interviews with program staff about safety issues. Several of the Site-Coordinators mentioned during informal interviews that the surrounding

neighborhoods were unsafe: among the problems listed were drug dealing, gang activities, and people coming onto the school grounds and causing trouble. At one site, LA's *BEST* staff had been assaulted by outsiders. During data collection for this study, one data collector along with LA's *BEST* students at one site observed the handcuffing and arrest on school grounds of four children—two elementary students from the school and two junior high school students. These youth were arrested on suspicion of vandalizing two of the school's classrooms. Other LA's *BEST* staff reported incidences of persons being shot at with BB guns and neighborhood shootings that led to parents keeping children at home after school.

As counteractive measures for these kinds of problems, several Site-Coordinators had initiated certain precautions. These precautions included locking all gates except one exit gate. Children who had permission to walk home had to leave before dark. A warning bell system at one school was used to indicate when there was a problem and that staff and children had to immediately go to a designated safe place (for example, the auditorium). One school used an armed school policeman. Another school kept a person by the one unlocked gate at all times. Still other schools reported that they brought their children inside the school buildings once darkness began to fall.

Neighborhood police reports. The participants' concerns about safety are justified based on police data for the neighborhoods that surround selected LA's *BEST* school sites. Appendix D provides greater detail about crimes and gang activity in the neighborhoods immediately surrounding seven of the eight intensive-study sites. We examined the data on arrests and official charges over a three-month period, July-September, 1990 (the recruitment and start-up period for this year's LA's *BEST* program). The data on verified gang-related crimes cover selected years, 1987-1990.

According to the Community Resources Against Street Hoodlums (CRASH) unit of the Los Angeles Police Department (LAPD), there are approximately 500 gangs having a combined membership of 50,000 in the City of Los Angeles. Gang activity is prevalent in some of the LA's *BEST* program site neighborhoods. For instance, four of the eight intensive-study sites for this evaluation are located in the third and fourth highest gang activity sections of Los Angeles. In recent years, Hispanic gang activity has been on the increase. Table 25 gives numbers of verified gang-related crimes by the districts in which seven of the eight intensive-study sites are located.

Table 25

Verified Gang Activity Within Police Divisions of the City of Los Angeles, 1987-90 for Selected **LA's *BEST*** Sites

	Los Angeles City-Wide Number of Gang Activities				
	1980	1987	1988	1989	1990
Over-all Crimes by Gangs		5130	5371	7332	7725
Murders by Gangs	192		257	308	329
Selected Divisions	**LAPD Overall Gang Crimes by Division**				
				1989	1990
Hollenbeck (School Sites #13 & #6)				582	708
South East Bureau (School Sites #3 & #14)				594	703
Harbor (School Site #4)				515	637
Devonshire (School Site #8)				92	150
Wilshire (School Site #7)				332	398

Table 26 provides data on arrests in LAPD districts in which **LA's *BEST*** sites are located.

Table 26

LAPD Arrests in Districts Surrounding Selected LA's *BEST* Schools, July-September, 1990

Crime/Arrests	LAPD Districts Surrounding Selected School Sites (by school #)						
	# 3	# 7	#13	#16	# 4	#14	# 8
Street Robberies	23	14	5	0	5	9	9
Other Robberies	11	3	1	0	1	1	4
Murders	0	0	0	0	0	0	0
Rapes	0	0	0	0	1	1	1
Aggravated Assault	75	14	29	2	23	16	33
Bicycle Theft	3	0	1	0	1	0	1
Stolen Vehicles	---	---	---	---	15	14	40

Note. --- = data not available from LAPD.

In light of LA's *BEST* staff reports, the police data, and children's responses to open-ended questions about how safe they feel in the neighborhood, the earlier-mentioned problems in controlling children's exits take on an even more serious meaning: recall that many of the children's "neighborhood safety" comments referred to fears and problems encountered during their walk between home and school.

Community Representatives (CRs), Recruitment, and Attendance

Last year, several programs achieved less-than-anticipated enrollments and attendance rates. The concept of Community Representatives (CRs), a strategy pilot-tested to deal with these types of problems, was implemented at three sites this year. The intent was to expand program outreach in a particular school's catchment area, to increase the numbers of families who regularly participate in the program, and to maintain a high level of program enrollment.

At present, there are five CRs who serve three of the **LA's *BEST*** sites: two CRs each at two sites, and one at a third site. Currently these CRs perform a variety of functions, depending on the site: for instance, CRs track students, act as leaders for groups of children, handle disputes and/or other minor problems, monitor parent sign-outs, routinely make parent contacts, etc.

Parent contacts include telephone calls to families concerning a student's absence, going out into the community to tell parents about the program, meeting and talking to parents as they drop off children in front of the school in the mornings or at pick-up time after the regular school program, recruiting parent volunteers, and the like.

As described by CRs, there is variability in their roles across the three sites. For instance, at one site, a CR had daily supervision responsibilities for his/her own group of children. In contrast, at a second site, a CR worked solely with parents and had no responsibilities for supervising children.

The earlier-mentioned issue of safety plays a role in the responsibilities of the CR. One administrator, in commenting on the current activities of the CRs wrote: "[the CR] is a calming force in a gang-infested neighborhood; she helps bring back attendance after gang shootouts." CRs mentioned other instances that influenced children's attendance: for instance, shootings with BB guns in the alley behind the school, people in cars offering something to children on their way home from school, etc.

At another site served by CRs, attendance is up, as reported by one of the administrators. This particular site did not complete a *School Survey* and, thus, important demographic data for comparing this year's program with last year's program are missing.

At the two sites for which there are available data on attendance, the picture is mixed. Official enrollment this Fall was up by 30 families at one site, and down by 12 families at the other. Last year's ADA for one of these program sites was 69% (Sept/Oct) and 52% (Oct/Nov); this year the ADAs for approximately these same periods were 65% and 63% respectively. At the other site, last year's percentages were 65% (Sept/Oct) and 72% (Oct/Nov); this year the ADAs were 82% and 73%.

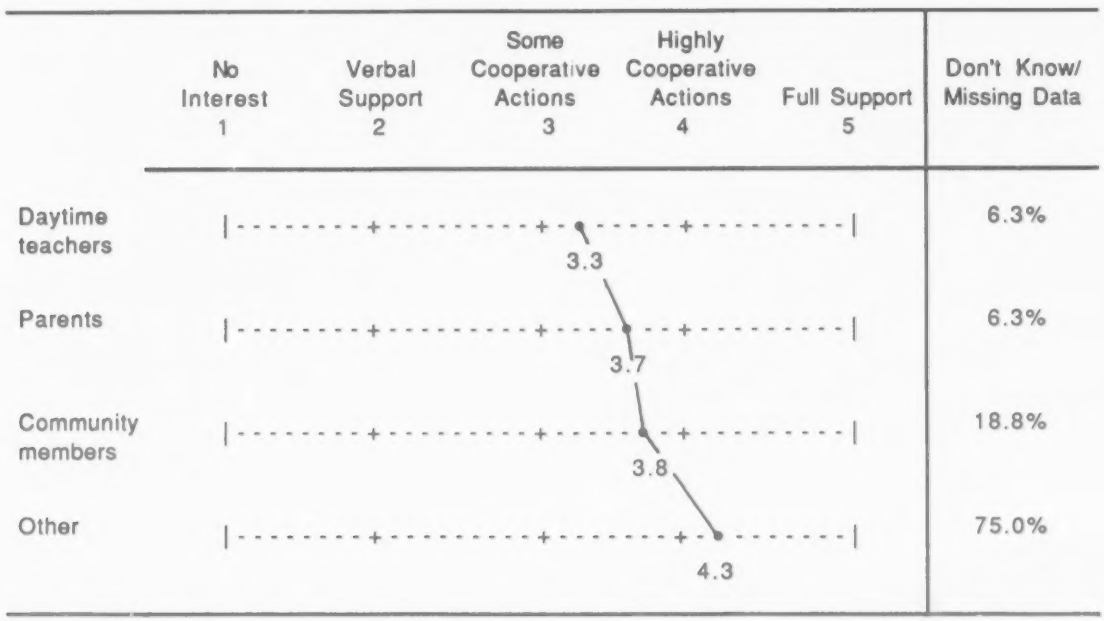
To date, the data remain sketchy on the question of effectiveness of the CRs. Official enrollments and ADAs will need to be examined over a much longer time period and in much more depth to determine the impact of the CRs on attendance. Also to be considered more closely are intervening factors which can significantly influence the effectiveness of the CRs: for instance, a significant increase in neighborhood crime and gang activity could very easily undermine recruitment efforts and children's attendance; lack of support for the CRs by key program and/or school personnel could be another limiting factor; the actual roles played by the CRs at each specific site may significantly influence their effectiveness, etc.

School-Based and Non-School-Based Supports for the On-Site Program

Figures 11, 12, and 13 address the question of support for the program from different school-based and non school-based groups.

Figure 11

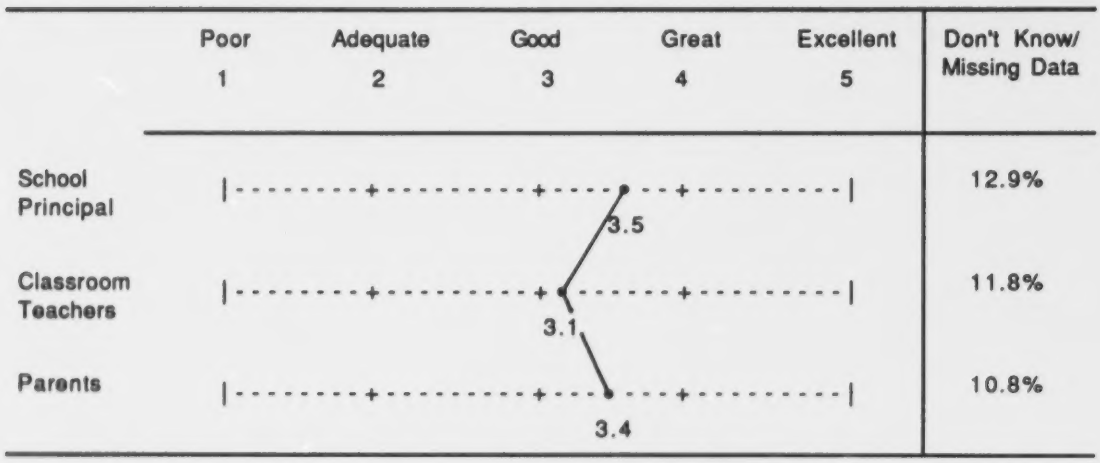
Principals' Perceptions of Program Support by Other Groups (N=16)



Note. Based on information from 16 out of 19 principals' responses to the *Principals' Survey*, Question 8 (Appendix B).

Figure 12

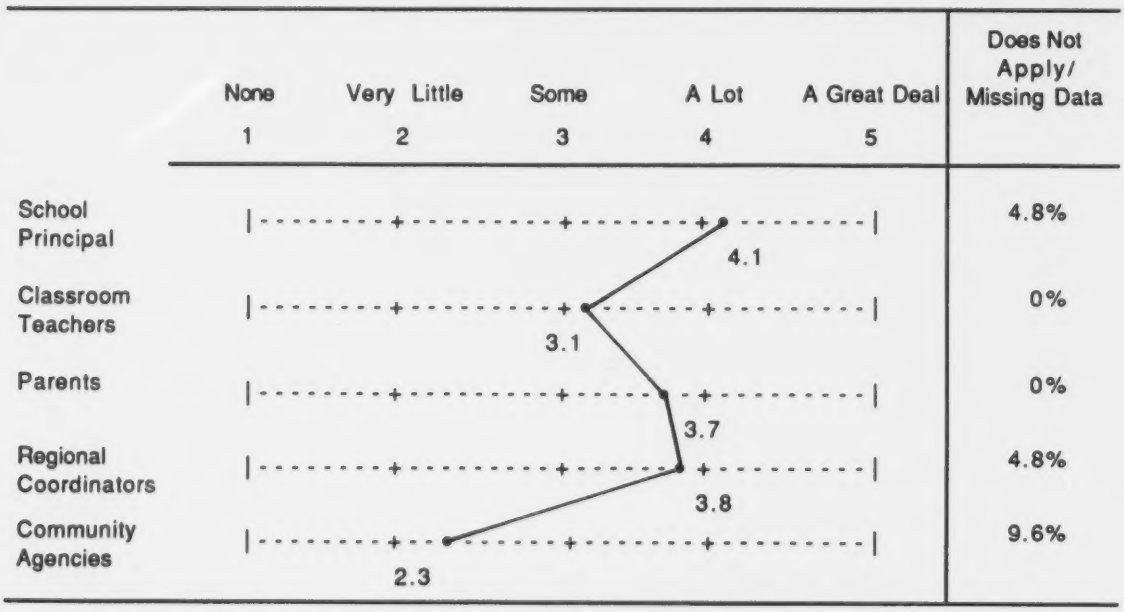
Staff Perceptions of Program Support by Other Groups (N=93)



Note. Based on responses to the *On-Site Staff Survey* (Appendix B). This survey did not include High School Aides or Site-Coordinators.

Figure 13

Site Coordinators' Perceptions of Program Support by Other Groups (N=21)



Note. Based on responses to the *Site Coordinator Survey* (Appendix B).

Though questionnaires for the different groups used slightly different rating scales (see Appendix B), patterns in perceived support levels do emerge. First, regular daytime classroom teachers are perceived by LA's ***BEST*** staff as providing moderate, but relatively less, support for the program than do the other groups. Principals rated daytime classroom teachers' support of the program as 3.3 (mean score), and Site-Coordinators and On-Site Staff rated classroom teachers' support as 3.1 (mean). These perceptions by staff and Principals contrast with the level of support that regular classroom teachers have for the program, at least in theory. Recall that regular classroom teachers marked that, at least in theory, they were "Supportive" of the LA's ***BEST*** program being at their school. Thus, regular classroom teachers may hold a reserve of support for the program that has yet to be appreciated and/or tapped.

Secondly, Site-Coordinators and On-Site Staff perceived principals as providing more support than teachers for the on-site program, but staff, particularly at several sites, indicated a need for more suppport from principals. In open-ended questions, eight of the responding 16 principals expressed strong support and satisfaction with their programs. Two representative comments were:

> *"I am very pleased because of the benefit to our students/community. The safe environment we provide is critical due to the lack of any other community services in this neighborhood. The program also 'shelters' our students from the excessive gang activity in this community."*
>
> *"Excellent feeling!*
>
> > *Students are involved in mural painting and setting up bulletin boards. (multicultural)*
> >
> > *Dance program presentation was a great boost for the students. (self-esteem)*
> >
> > *Structured instructional schedule—students divided into grade level groups for homework. (improving academics)*
> >
> > *Coordination is well planned and prepared." (scheduling)*

Of the remaining principals, three gave no comment about their reaction to their particular program (though one of these principals had indicated in responses to other questions that his/her particular program offered a lot of benefits for participating groups). One principal only commented, "more structure." And the remaining four

principals saw benefits or potential benefits, but also listed shortcomings. A representative comment from these four is:

> *"The concept of the program is excellent. The process, however, needs much polishing. Insufficient time was given to the coordinators to train and screen workers. The student enrollment has decreased markedly. That, however, can be alleviated when/if the staff is better trained and screened."*

In last year's study, 36% of Site-Coordinators reported receiving "None" to "Some" support from their principals; this year, 30% of Site-Coordinators reported receiving "Very Little" (5%) to "Some" (25%) support from their principals. Comparing this year's data shown in Figures 11, 12, 13 with that from last year's study, there is relatively little change, suggesting that the level of perceived support for the program is about the same today as it was last year at this time.

Table 27 displays On-Site Staff's judgments concerning how much support the program receives from Principals, daytime teachers, and parents.

Table 27
On-Site Staff's Perceptions of Program Support by Other Groups (N=93)

	Source of Perceived Support		
Rating	Principal	Daytime Teachers	Parents
Poor	11%	12%	10%
Adequate	12%	16%	16%
Good	17%	37%	28%
Great	32%	22%	22%
Excellent	27%	13%	25%

Note. Percents in columns may not total 100% because of rounding.

Based on the percentages shown in Table 27, On-Site Staff perceive that the program receives "Great" to "Excellent" support from principals (59%) and parents (47%), but only 35% of daytime teachers provide this level of support to the program.

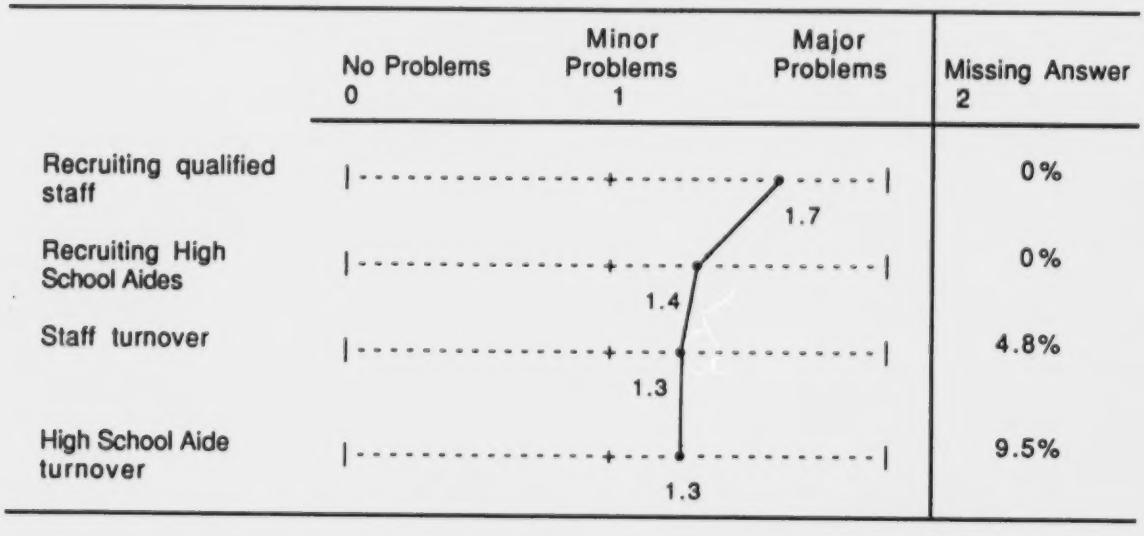
Another indicator of support, though indirect, is members' willingness to get involved. Though not asked last year, the question was asked of parents this year: "Are you interested in becoming more involved." This question sought to identify any reserve of untapped support for the program among parents. Fifty-nine percent (59%) of responding parents answered, "Yes, I would like to become more involved with the program." The 41% that responded "No" frequently gave reasons such as work schedule or other responsibilities that kept them from being available to participate.

Staffing Issues

Recruitment. Site-Coordinators indicated on their questionnaire that they have had problems in hiring staff. Figure 14 displays Site-Coordinators' mean responses to questions about staff.

Figure 14

Ratings of Staffing Problems as Perceived by Site Coordinators (N = 21)



Site-Coordinators reported minor to major problems in four areas: recruiting qualified staff, recruiting High School Aides, staff turnover, and High School Aide turnover. Site-Coordinators rated the recruitment of qualified staff as the most problematic.

A minority of Site-Coordinators (10-20%) reported problems with insufficient staff, staff punctuality, motivation, assertiveness, and/or attendance. Additionally, inadequate resources at the site (for instance, insufficient classroom space and/or storage space for LA's *BEST*, inadequate lighting, playground space, etc.) were frequently mentioned by this same group of Site-Coordinators in their comments about staffing.

Staff preparedness and functioning as perceived by different participating groups. Some parents expressed concerns about supervision, safety, the variety of activities, and the need for more staff. The kinds of specific issues that parents raised were: more supervision is needed with the younger children because the big kids gang up on them, especially on the playground; kids leave the program and no one knows where the kids are; staff does not give enough attention to homework and the kids watch a lot of television; the program needs more teachers; and staff needs to offer a greater variety of activities to prevent children from becoming bored.

Table 28 displays mean ratings of Principals and Site-Coordinators concerning On-Site Staff's preparedness and functioning. Both Principals and Site-Coordinators generally rated staff preparedness and functioning as ranging between "Adequate" to "Good."

However, Principals and Site-Coordinators judged staff training to be the weakest of the nine areas queried (Table 28). Both groups also ranked staff's teaching skills as the second weakest area. The ranking for third weakest area was assigned to Safety Awareness by Principals, and to Motivation and Consistency by Site-Coordinators.

In response to open-ended questions about staff preparedness, Principals indicated that staff needed: better skills for teaching, disciplining, managing and supervising children; more training in First Aid and preparation for other emergencies; and strategies for working with children with behavioral and/or learning disabilities. Principals also indicated that staff needed more knowledge about age-appropriate and stimulating activities for children, and better communication links with regular certificated staff (especially those certificated staff whose classrooms are being used). A few Site-Coordinators mentioned that program staff needed more time to plan and coordinate their activities, especially before the daily program. Several Site-Coordinators and several Principals voiced the need for better in-servicing for beginning programs and beginning personnel.

Table 28
Principals' and Site-Coordinators' Mean Ratings of Staff Preparedness

	Principals (N=16)	Site-Coordinators (N=21)
Teaching Skills	2.8	3.1
Motivation	3.3	3.2
Attitudes toward Children	3.6	3.6
Cooperation	3.8	3.6
Safety Awareness	2.9	3.5
Previous Experience	3.1	3.5
Training	2.6	2.8
Consistency	3.0	3.2
Overall Job Performance	3.1	3.3

Note. Mean scores were calculated on a scale ranging from 1-5: 1=Poor, 2=Adequate, 3=Good, 4=Great, 5=Excellent. "Don't Know"/Not Sure" responses are not included in the calculations.

Staff Training

Adult Staff training (as of February 15, 1991). There was great variability in the amount of training that On-Site Staff received this year, as reported by Site-Coordinators on the *School Survey*. Five sites reported no training whatsoever this year; two of these five were the sites with the fewest program offerings. Nine sites reported that their staff had participated in some type of training, ranging from one 6-hour training session at one site to four different training sessions (4-7 hours each) at another site. Some sites reported that only one or two staff members had attended the training session(s); other sites reported as many as 12 to 22 staff members attending.

Of the 93 On-Site Staff completing questionnaires, almost three-fifths (59%) indicated that they had received no training. Across the 14 sites represented by these On-Site Staff, four sites had more staff reporting that they had attended training than not, but at 10 sites, only a minority of staff reported participation in any training. Further, at three sites, all responding staff members indicated that they had received no training whatsoever.

Site Coordinators' responses on the *School Survey* listed a variety of training topics: *A World of Difference*; outdoor and indoor games, math and science; self-esteem; homework and tutoring; *Children's Television Workshops; 1-2-3 Contact;* and training on **LA's *BEST*** [Workshops] policies and procedures. On-Site Staff listed several additional training areas: a Youth Services workshop, and training in drama, computers, library activities, and creative arts.

There was no indication of how staff were selected to receive training (though for an up-coming training session on CPR, staff were to be selected on a first-call/first-serve basis with room for only 25 participants). Nor was there indication of how staff themselves evaluated the specific training that they did receive, what specific skills staff acquired, and whether there has been any follow-up to monitor how staff have implemented any of these newly acquired skills. A small study conducted by the Claremont Graduate School (Whetstone & Pezdek, 1991) did evaluate one of the training components *(A World of Difference)*. This study was preliminary, however.

It should be noted that On-Site Staff placed staff training highest on their list of things that can be done to improve the **LA's *BEST*** program.

<u>High School Aide staff training (as of June, 1991)</u>. In contrast to last year's study which combined High School Aides' responses under the general heading of staff, this year's study handles and presents the High School Aide data separately. High School Aides are in a unique position since they can be considered both staff and recipients of the **LA's *BEST*** program: On the one hand, they perform a variety of On-Site Staff functions and are paid (though not at the same rate as non-high school aged students). On the other hand, **LA's *BEST*** seems to have some sort of implied educational agenda for the high schoolers. Thus, it seemed appropriate that this year's report should focus attention on the training that High School Aides receive.

Table 29 is based on High School Aides' (N = 63) responses to several open-ended questions about the training that they had received as of June, 1991. Data from 17 of the 19 sites was collected. One site was not visited because of deadline pressures; the other did not employ **LA's *BEST*** High School Aides.

Table 29

High School Aides' Description of Training Received, by School Site and Months Employed

School	Months employed with LA's *BEST*	Types of Training Received	Duration of Training	Frequency of Training
1	1	• Ways of working with kids	- - -	Once
	2	• None		
	2[a]	• None		
3 (4 Aides)	13	• Feedback from those who go to meetings; science program	1 1/2 hrs.	2 or 3 per year
	4	• None		
	18	• *World of Difference* program	5 hrs.	
		Racism—not be prejudiced		Once
	18	• How to motivate kids	6-7 hrs.	Once
		How to talk with parents		
4 (3 Aides)	6	• None	Sometimes the whole group meets to correct problems	As needed
	6	• None		
	6	• None		
5 (2 Aides)	20	• How to stop fighting	- - -	- - -
	8	• How to organize children	1 1/2 hrs.	Once every month

Table 29 (continued)

School	Months employed with LA's *BEST*	Types of Training Received	Duration of Training	Frequency of Training
6	7	• Fire drill info; meeting with staff	1 hr.	Twice a month
(5 Aides)	7	• How to handle fighting	1 1/2 hrs.	Every 2 months
	3	• Explained what to do	- - -	- - -
	3[a]	• Any type of help	- - -	On the job as needed
	2 1/2[a]	• A lot of training is received through observation	- - -	- - -
7	8	• Schedule Information	1 hr.	Every now and then
(5 Aides)	6	• Playground problems	1 hr.	Once
	4	• Program information	1 hr.	Once per month
	20	• Ways of working with children	1 hr.	Every 3 months
	11	• Ways of working with kids	3 hrs.	Every 2 months
8	2	• None		
(5 Aides)	8	• How to handle kids	- - -	- - -
	7	• How to handle kids	Once	4 hrs.
		• New ideas discussed	- - -	- - -
		• Discipline	- - -	- - -
	2	• Discipline	As needed	1-1 1/2 hrs.
	2[a]	• None		
9	17	• Racism: treat kids equally	Twice	5-6 hrs.
(4 Aides)	18	• Learned to help with homework	Every three months	4 hrs. on Saturday
	9	• Not scream	Every 3-4 months	2 hrs.
		• Discussed prejudices and racism	Once	6 hrs.
	11	• In-service	Once	6 hrs.

Table 29 (continued)

School	Months employed with LA's *BEST*	Types of Training Received	Duration of Training	Frequency of Training
10	9	• None		
(7 Aides)	3 1/2	• Bring problem child to adult	2-3 min.	Every other day
	7	• How to handle kids	- - -	On the job
	9	• What we're suppose to do	1 hr.	Once per month
	3[a]	• How to deal with kids if they give us trouble	1 hr.	Once
	1 week[a]	• None		
	2 weeks[a]	• YSA class	3 1/2 hrs.	Every Friday
		• Met with Site-Coordinator		Once
11	7	• Ways of handling problems	5-10 min	Everyday talk
(3 Aides)	3 1/2 [a]	• How to help children with language arts, games, etc.	Daily or as needed	
	4[a]	• Not to eat or chew gum	- - -	Once every two months
13	5 1/2	• Ways to keep children in play areas	1 hr.	Once
(1 Aide)				
14	17	• *World of Difference* - behavior of children	4 hrs.	Once
(2 Aides)	17	• *World of Difference* - behavior of children	8 hrs.	Once
15	9	• How to handle kids	3 times	45 min.
(4 Aides)	21	• How to treat kids, learned games	2 wks.	6 hrs.
	6	• None		
	17	• How to handle kids	Twice	45 min.

Table 29 (continued)

School	Months employed with LA's *BEST*	Types of Training Received	Duration of Training	Frequency of Training
16	2	• None		
(4 Aides)	8	• None		
	8	• *World of Difference* program; role-played	All day	Every weekend
17	8	• Ways of working with children	1/4 hr.	Once a month
(4 Aides)	4	• Ways of working with children	- - -	As needed
	5	• None		
	7	• How to control the children	- - -	As needed
19	3[a]	• Explained activities	10-15 min.	Once per month
(3 Aides)	4[a]	• Youth Service Academy (YSA) Program Site-Coordinator told me how to handle problems with children	- - -	- - -
	4[a]	• Youth Service Academy Class Meeting with Site-Coordinator—ways to get children to obey adults	3-4 hrs. 10-15 min.	Once per week Once per week

Note. The number assigned to represent each school site matches the number assigned to each school in Table 1 and throughout this entire report. At time of data collection, the program site at school #18 had no LA's *BEST* High School Aides and school #12 site was not visited because deadline pressures. Dashes represent no answer given. Data in this table are reported as given; some discrepancies may be noted.

[a]Youth Service Academy Students that function as LA's *BEST* High School Aides

As seen in Table 29, High School Aides reported receiving little regularly-scheduled training, and about one-fourth reported that they had received no formal training. The training that is reported in Table 29 tends to be either short in duration or infrequent. Other patterns show that several training sessions occurred just once, that much of the training occurred on an "as needed" basis, and that most of the reported training centered on procedural and child management issues.

Training in the specific content areas of the **LA's *BEST*** program (namely, homework and tutorials, educational activities such as science lessons and computer instruction, library activities, and the like) was generally absent. This may be due in part to the specific roles commonly played by the High School Aides—for instance, High School Aides may spend most of their time supervising outdoor sports and activities. Throughout the various interviews, however, our evaluation staff did not gain the impression that High School Aides were trained any differently than any other staff.

These findings concerning High School Aides' training may have some generalizability to the training of adult staff, as well. Notice that the High School Aide data do not conflict with the general findings in the preceding section about the training received by adult staff.

Adult staff as mentors to the High School Aides. Related to the issue of training, the 63 High School Aides were queried about any special mentoring that they had received. When asked, "Does anyone take a regular interest in your work and help you perform your job well?", 8 High School Aides (13%) responded "No," 55 (87%) said "Yes," and 9 (16%) of the 55 "Yes" respondents identified two or more people at their site who regularly took interest in their work and helped them.

Table 30 lists the job titles of these mentors as given by High School Aides. As shown in Table 30, Site-Coordinators showed the most interest and provided the most help, accounting, overall, for half of those persons identified by High School Aides as mentors. A wide range of other staff comprised the other half of mentors.

Table 30

Mentors to High School Aides by Job Title

Job Title	Number of Times Mentioned as Mentor
Site-Coordinator	26
Playground Supervisor	7
Playground Worker	4
Co-Site-Coordinator	3
Assistant Coordinator	2
Employee of LA's BEST	2
Classroom Supervisor for Homework	2
Teacher	2
Don't Know	2
Youth Services Assistant	1
Everyone	1
Assistant	1
Mentor	1
1st Grade Supervisor	1
Total	55 mentors

Note. Job titles are those named by High School Aides and may not correspond to pay titles of the **LA's *BEST*** program.

High School Aides described the kinds of help that they receive from mentors as:

"Shows me how to do my work."

"Showed me how to pass out snacks."

"Explained how to help children in language arts; how to write in cursive; how to spell words."

"Gives work experience with the kids; take over part of class."

Participants' Suggestions for Program Improvements

Almost all participating groups, staff included, expressed the need for more security and more staff training (discussed in earlier sections). In addition, participants made the following suggestions for ways to improve the program.

Programming

Some parents felt that children needed more homework time and more special tutoring. Parents and staff also wished to have more diversity in activities: music programs where there are none, more arts and crafts, wood shop, metal shop, more field trips and exposure to the performing arts. One On-Site Staff member expressed it this way:

> *"More field trips to places where these kids usually don't get to go, like museums, plays, nature hikes, beach trips, picnics, snow trips, boat trips, camp outs, etc. Expose these kids to a world outside their own."*

Parents, children, and On-Site Staff alike wanted improvements in both the quality and quantity of the nutrition: "Kids need better food and more of it," one parent indicated. Parents' references to "better food" involved replacing cookies and similarly sweet snacks with more nutritious snacks such as fresh fruits, vegetables, small sandwiches, etc. Several parents also thought that snacks should be served earlier, rather than later, in the program day.

Materials/Resources

Parents listed toilet paper for the bathrooms and writing materials (pencils, crayons, rulers, paper, etc.) as lacking in some programs. Staff listed more supplies and more activities: for instance, the youngest children need more age-appropriate equipment such as small basketball games, other scaled-down physical education equipment, board games, etc. Staff also indicated a need for more transportation for cultural and educational field trips.

Also, program staff at five sites indicated that there were shortages in classroom space for the program. Related to this, staff also mentioned the need for: (a) cubbie-holes, clothesracks, or lockers for children to stow their books, coats, etc.; and (b) space and material for setting up more activity areas (dramatic play area, reading area, etc.).

Several program staff mentioned that they needed to know more about what LA's *BEST* already has on-hand in storage and the procedures for ordering supplies and equipment, in general.

Communication

Some parents expressed a desire to know more about what their children had been doing during the day (positives and negatives) or to eventually receive some other type of routine progress report on their children. Both parents and program staff expressed an interest in greater collaboration between program staff and regular classroom teachers, especially concerning the coordination of children's homework. Several Principals and program staff thought that this increased collaboration might also improve the level of support that the program would receive from teachers for use of classroom space, assistance in recruiting children to the program, and the like. On-Site Staff also mentioned better cooperation and communication with parents as another means to improve the program.

Administration

Regional administrators (Field Coordinators and Regional Recreation Directors) made a number of suggestion. First, they felt that Principals should be consulted more about: (1) if and when an LA's *BEST* site would begin at his/her school; (2) staff development and formal training (including training sessions by psychologists); and (3) ideas for better meeting the needs of specific groups of students (some Principals have changed the order of LA's *BEST* activities to meet the needs of kindergarteners, for instance). Principals need more start-up lead time when beginning an LA's *BEST* program at their site (some Principals have had less than one month's notice before program implementation). There should also be monthly or bi-monthly LA's *BEST* Principals' meetings.

Regional administrators also felt that more thought and problem-solving need to be given to the mundane: better planning and more help in custodial responsibilities, clerical time, gate closure, and procedures for classroom and bathroom usage.

Building a stronger sense of "collective effort" would improve the program, according to several regional administrators. On-Site Staff need to continue to build

interpersonal skills as well as gain a better understanding of how their individual jobs fit into the larger collective effort of the On-Site Staff.

Again, according to regional administrators, there is a need for more routine communication among **LA's *BEST*** staff and the different administrative levels, that is, among Site-Coordinators, regional administrators, other administrators in the district offices, and the Mayor's staff.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

This report on the 1990-91 **LA's *BEST*** evaluation portrays different aspects of the program based on data collected at various points during the school year. The study addressed selected questions concerning characteristics of on-site program implementation, perceived effects of the program, and other germane issues. The time frame for Phase I data collection was November 14, 1990 through February 15, 1991 and Phase II, March through July, 1991. The conclusions and recommendations in this chapter are based on the combined findings of Phases I and II.

Conclusions

In very basic ways, this year's **LA's *BEST*** program exhibits substantial growth compared with last year's program:

- **LA's *BEST*** has successfully added four new sites;
- Proportionally, more sites offer more major program components;
- Proportionally, more sites offer a broader array of activities within each of the individual major program components;
- Proportionally, there are fewer "weak" sites in this year's program and more solidly-operating and strong programs.

According to parents, children, regular classroom teachers, Principals and On-Site Staff, **LA's *BEST*** is successful in creating environments in which children experience a much larger world. This after-school program creates a chance for children to learn about what it means to feel safe outside their own homes. Children receive assistance with their school-work. They engage in educationally enriching activities and have opportunities to experience and explore the larger community which lies beyond their immediate neighborhoods. These children also have the opportunity to play freely with peers in outside

areas and to engage in social interaction with children of different ages and with caring adults.

These are not meager accomplishments for an after-school education program within the neighborhoods presently served by the **LA's *BEST*** program: The communities in which these children live do not normally offer these chances. Gang activity, drugs, guns and shooting, poverty, the absence of community recreational facilities, and a general sense that one's life is not necessarily valued by others are too often the norm. **LA's *BEST*'s** success in creating these new opportunities for this population underscores the strong and continuing need for this type of educationally active program for the children of Los Angeles.

To What Extent Is LA's *BEST* Meeting Its Goals?

GOAL 1: To provide a safe environment for students through careful management and planning that will ensure an appropriately trained staff, supervision of children, and controlled entrance and exit

Broadly, the **LA's *BEST*** program is meeting this goal of providing a safe environment for students. Children felt significantly safer in the program sites than in their own neighborhoods. However, safety remained a prime issue in need of continuing attention. All participating groups referred to safety as an ever-present concern, particularly given the unsafe conditions (for instance, gang activity, crime, etc., as described by program participants and police) that exist within the neighborhoods surrounding many of the program sites.

- Generally, students were enrolled and supervised for the entire daily program, although some children had parental permission to leave the program early. Program sites have used multiple recruiting strategies to ensure that supervising staff are qualified. **LA's *BEST*** has also provided some staff training, though only two-fifths of On-Site Staff reported that they had participated in such training, and training for High School Aides was similarly weak. However, High School Aides did report that On-Site Staff routinely mentored them. All groups participating in **LA's *BEST***, even staff themselves, identified lack of a strong staff training component as the weakest area of the entire program.

- Generally, sites have followed **LA's *BEST*** policies concerning controlled entrance and exits. The majority of sites appeared to have few problems with policy implementation in this area. However, a few sites consistently experienced problems, particularly with controlled exit. Several Site-Coordinators, parents, and evaluation team observers reported that: some children had parental permission to leave the program early, either on their own or with other children, before dark; some children left the program without permission (there was great variability in how different sites handled this infraction); and some children were not properly signed-out by the adults that picked them up at closing time.

- There was variability across sites in the number of times per week or month that parents were late in picking up children (after 6:00 p.m.). For most sites, late pick-ups have not been a continuing problem; for a minority of sites, however, late pick-ups have continued on almost a daily basis, even to the extent that On-Site Staff ended up taking several children home on more than a dozen occasions.

GOAL 2: To provide enhanced educational opportunities by integrating an educational support structure into each student's schedule

Compared to last year's findings, there appeared to be great growth in this area. In this year's study:

- All sites provided homework assistance, a quiet study period, and/or other "school-work" related activities. In fact, the percentage of sites reporting "school work" activities increased over the past year. There was also an increase in the average number of "school-work" activities offered at each site.

- The majority of sites reported that they provided tutoring assistance, computer instruction, reading, and science. Parents reported that their children showed positive changes in their communication skills, use of the English language, self-confidence, and talkativeness/social skills.

- Of the 14 on-site programs responding to the *School Survey*, over 80% indicated that they offered a library program featuring reading for pleasure and

storytelling. A majority of sites also offered plays, and one-third of the responding sites indicated that they taught library research activities.

GOAL 3: To provide educational enrichment activities to supplement the regular education program and to provide an enticement to learning

All of the 14 programs completing the *School Survey* indicated that they provided educational enrichment activities to supplement the regular education program. There was great variability in enrichment offerings across the different sites, and the majority of sites offered several enrichment activities per program component. While several sites offered as many as four or five different types of enrichment activities in any one program component area, two sites reported offering only one activity in each of the major program components. LA's *BEST* children, parents, and program staff gave high ratings to the enrichment activities, and voiced strong interest in having even more enrichment opportunities added to the program.

Of the 14 sites providing data on the *School Survey*, 10 sites offered scouting; nine offered computer instruction and drill team/dance; eight provided drama, cooking, plays, and songs; six sites produced shows; and five sites taught folk dancing. A smaller number of sites provided a potpourri of other enrichment activities for the students. Children's end-of-year grades showed a general increase in academic achievement over their preceding year's grades; however, since no comparison groups were used, the cause for this academic trend among LA's *BEST* children could not be ascertained.

GOAL 4: To provide recreation activities including team sports, physical fitness/health and games

School Survey data indicate that recreational goals were largely being achieved: 13 of the 14 responding sites offered ball sports; 10 offered games, gymnastics, and/or skating; three sites provided other types of recreational opportunities. As was found last year, specific physical activities and skills clinics were less frequent than traditional group sports.

GOAL 5: To provide interpersonal skills and self-esteem development

Results indicated that individual site programs were making progress toward achieving a social 'success' environment wherein students could develop friendships, positive relations with authority figures, and increase their feelings of self-esteem and self-worth. Based on their own reports, children's relationships with program staff were stronger this year than last. Virtually all children stated that they had best friends attending the program. Parents reported positive changes in children's interpersonal skills, self-confidence, and social/emotional development. On-Site Staff described children's interpersonal behavior and attitudes as decidedly positive. Further strengthening of staff's skills and sensitivity in working with culturally diverse groups of children, within the context of relatively unsafe neighborhoods, should continue to bolster the gains being made under this goal.

High School Aides reported that they benefited in numerous ways: they experienced a positive relationship with the adult staff, felt that they played an important role in the program, felt that they were helping both the children and their community, and judged that they had learned a lot about successfully working with children.

Recommendations

Two points need to be kept in mind concerning the following recommendations. First, these recommendations are intentionally broad-brushed. Secondly, it is important to remember the great variability that exists across program sites: the difference between the "weakest" sites and the "strongest" sites is one of night and day. Thus, these recommendations do not pertain to each and every program site.

Staff Training

Because staff quality and program quality are inextricably related, staff training is key to strengthening weaknesses which exist at some sites. An effective program requires staff with diverse skills—in teaching, discipline, management, supervision, child development, interpersonal/social relationships, arts, physical education, etc.—and oftentimes a creative organizational plan is needed to capitalize on the unique talents and

strengths which each staff member brings to the program. In this light, LA's *BEST* should continue to strengthen in-service training.

- Design and implement a highly organized, year-long, regularly scheduled staff training component which has specific goals and objectives. These goals and objectives need to fit LA's *BEST* goals and objectives (see Table 2) as well as cover related areas where staff have weaknesses (for example, skill in using positive reinforcement when working with a large group of children). These regularly scheduled training sessions should be monitored. Evaluate the implementation of the training and the actual use of any new skills by staff.

- Continually work at building staff's teaching skills. Strengthen their skills in providing homework assistance and in presenting motivating educational activities. While all sites have homework activities, some parents wanted staff to be sure that students both completed their homework and did so accurately and with quality. Training should help staff organize homework assistance, tutor students, check students' work, and teach/model good study skills.

- In addition, some staff would benefit from additional ideas for presenting motivating, age-appropriate activities to productively engage students in a range of physical, social, academic, and/or enrichment activities. Such activities may also help to alleviate any boredom experienced by children (a problem that some staff members and parents felt led to children dropping out of the program).

- Also, most children do not receive homework over weekends. Maybe staff could learn to develop or devise voluntary take-home activities for those children who wanted them. The purpose would be to keep children constructively and actively involved in learning over the weekends. For some of these children, based on parent reports, there is little for them to do over the weekends, and safety issues may encourage them to spend most of their time inside.

- Continue to train staff in constructive strategies for disciplining children. Staff indicated that children are "Seldom" to "Sometimes" hard to control. Children, on the other hand, inadvertently expressed the existence of discipline problems by their responses to what they did not like about the program. A large percentage of the "dislikes" that they listed involved being disciplined for rule infractions

and/or acting out. Strengthening staff training in the use of constructive disciplining skills may eventually make staff's disciplining practices more effective and consistent, thereby reducing the overall number of problems encountered. Effective use of modeling, time outs, etc., should also have positive effects on children's burgeoning social interaction skills.

- Increase staff's management skills. How can staff better arrange the daily activities and groupings of children to maximize the benefits of the activities, while minimizing potentially negative outcomes? For instance, what can staff do to reduce the number of incidents of older children bothering younger ones? This was an issue mentioned by children and parents alike. Or, what can staff do to reduce the risk of disturbing the classroom materials of regular classroom teachers?

- Consider a staff exchange program. Encourage staff to visit other sites for the purpose of professional development. These could be other **LA's *BEST*** sites that offer a strong program or another after-school program site that is outside the **LA's *BEST*** family. Design different levels of structure into the visits so that staff have free and unstructured activities with host staff, but also have specific agenda items on which to focus. Let staff share: How do other sites handle the same types of problems? Do these solutions work? Why? This might also be one way to help strengthen the "weaker" **LA's *BEST*** program sites.

Safety

Explore additional avenues for bolstering security at the sites, including more and better lighting and more security guards, especially around entrances and parking lots. Several Site-Coordinators mentioned added steps that they have taken to increase program security. These may be useful to other sites, as well. Additionally, attention still needs to be paid to the issue of controlled exits. Children very clearly explained that the road home from school was frequently unsafe—gangs, people following them, people wanting them to get into cars, older children hassling the younger ones, etc. What is the program's liability if children leave the program unaccompanied by an authorized adult who has formally signed the child out of the daily program? Is a note from a parent adequate for permitting a child to sign himself/herself out for the day?

Consider extending the after-school day to 6:30 p.m. Also, explore neighborhood arrangements that can be made for children whose parents fail to meet pick-up responsibilities (these are likely to be the children most in need of the program).

Communication/Collaboration

Facilitate more open communication among staff, and between staff and the broader school community. The program has a lot to gain by improving the quantity and quality of staff's relationships with the regular school's certificated personnel: potential gains include increased access to classroom and storage space; more complete information about homework assignments and upcoming tests; early identification of those children needing tutoring and the subjects in which they need this help; assistance in recruiting children to the program; etc. Regular classroom teachers indicate that they are very supportive of the LA's *BEST* program being at their schools, at least in theory. Work at concretizing this support.

Poll parents to ascertain if they really do want some sort of informal feedback system concerning their children's progress in the program. Several parents suggested this. Also, keep parents more informed about the program's activities and needs—the majority of parents indicated that they wished to become more involved with the program. Work with parents on how this can be most effectively achieved. Begin with issues that parents are concerned about: improved safety might be an excellent starting place.

Parent Involvement

Hold evening meetings for parents, perhaps beginning around 7:00 p.m.; this will permit more working parents to attend. Provide security and child care. Have food. Let parents rotate the responsibility for bringing or preparing food. Experiment with holding parent meetings at parents' homes and let parents themselves take a more active role in arranging the time and place of these meetings.

Establish a table or center for parent information. Include information about family health care (for instance, immunizations, proper diet and exercise, first aid, preventive health, etc.), local educational and employment opportunities, shopping and cooking tips, and recipes. Also include a hand-out with emergency telephone numbers (for instance, the nearest poison control center and the emergency hospital). Parents could also use this table

or center to post messages, advertise their skills, and sign-up for **LA's *BEST*** volunteer activities.

Nutrition

More food! Continue to push for improvements in the *quality* of the food, as well. Parents expressed concern about the sugar content of some of the snacks and the relatively small quantities of food served. Children agreed about the small quantities. What about including lots of fresh fruit and vegetables, small sandwiches, and pure fruit juice. Add children's vitamins (excluding those with extra iron, in case of accidental overingestion).

LA's *BEST* serves a sizeable percentage of families on AFDC and/or families that participate in the Free Lunch Program. It may be that, because of economic reasons, family schedules, etc., there are children in the program who do not get adequate nutrition. Even if this is not the case, these are active, growing children in need of quality and appropriate quantities of food. Just as the cooking classes are teaching children about good nutrition, so too are the snacks that the program provides. Lifetime eating habits, as well as daily calories, are being served at snack time.

Maintain Current Records

Design and implement a means to maintain accurate parent telephone numbers, addresses, etc. Parent telephone numbers appear to change frequently. Currently, if a site had a major emergency, that site would probably be unable to reach many of its parents because of outdated information in the program files. Keeping up to date might involve a routine once-a-month check with the children about the accuracy of their telephone numbers by simply asking, "Have any of your home telephone numbers or your parents' work numbers changed in the past couple of weeks? If so, please come up and give me the correct number."

Design some sort of easy system to track the names and number of children participating in the program and which children have been with the program for one year, two years, three years, etc. Follow up on student absences: are these absences or drops? Define and use a common standard to determine the conditions for an "absence," a "drop," a "current enrollment," etc. Using a common standard for each of these categories will have

significant influence on the numbers that describe the program, namely, enrollments, ADA's, and the like. As it currently stands, one site's "dropped" is another site's "absent."

Since attendance is an important issue, relate attendance issues such as absences, drops, and ADAs to the school-wide transiency rates. Is LA's *BEST* not full because children change schools a lot? The answer has implications for recruitment.

Evaluation

Just as the LA's *BEST* program has expanded and developed over the past several years, so too has its evaluation process. The next level of program evaluation must continue that development by expanding the methodology to include more qualitative and statistical studies.

- At this point in the evaluation, case studies are needed. What happens to the LA's *BEST* students once they leave the elementary school and move into middle school or junior high school? Do students who have been in the LA's *BEST* program for one, two, or three years perform any better or behave any differently than students who have not had exposure to LA's *BEST*?

- There need to be control groups for statistical comparisons. How do first year LA's *BEST* students compare with second and third year students? (At present, there are no available organized records of the number of years that a child has been with the LA's *BEST* program.)

How do LA's *BEST* students compare with the non-LA's *BEST* students at the same schools? For instance, the present study found an increase in LA's *BEST* students' GPAs for all areas of academic achievement and effort for 1990-1991 compared to the same students' GPAs for the preceding year, 1989-1990. Is this general increase in GPA due to the LA's *BEST* program or to other factors? Do the non-LA's *BEST* students show the same general increase across all areas of academic achievement and effort?

Another issue here is the common finding in the research literature that there is a *drop* in academic achievement among some minority groups beginning around grade 3. Thus, the trend of a consistent increase in GPA found in the present study may be very significant.

We need to know how other groups performed during the same time period in order to ascertain **LA's *BEST*** 's contribution to these gains in GPAs.

- Throughout the proposal that originally created the **LA's *BEST*** program, there is an implied *prevention function* for this program. Questions need to be asked: Does **LA's *BEST*** in any way *serve to prevent* drug abuse, gang affiliation, academic failure, social failure, low self-esteem, and the like?

- Preliminary statistical evidence from both this year's and last year's evaluation reports indicates that different cultural groups experience the **LA's *BEST*** program differently: For instance, ESL students had increased exposure to oral skill building and achieved significantly higher GPAs in Math and Handwriting this year (compared to their GPAs last year) than did the non-ESL students in **LA's *BEST***. This kind of finding has implications for program development and emphasis. More needs to be learned about the experiences of the different participating cultural groups.

- Training. Next year's efforts to train staff need to be closely evaluated for relevance, implementation, and outcome. For example, even if staff have mastered the content of a particular training, do staff members actually *use* this training while on the job? Are staff's applications of the training appropriate, or do staff members need booster training sessions?

- Lastly, there needs to be more direct observation of the day-to-day actions of the program. This data will help in identifying and refining training needs for particular sites and/or for all sites.

Summary

In summary, this year's study indicates that the **LA's *BEST*** program is largely meeting its objectives and has shown substantial growth from last year. Recommendations have been made to support this continuing growth, with emphasis on staff training, safety, communication, parent involvement, nutrition, record keeping, and evaluation as areas of concentration for next year.

REFERENCES

Center for the Study of Evaluation. (1989, Summer). *Pilot evaluation. L.A.'s BEST After School Education and Enrichment Program.* Los Angeles, CA: UCLA, Center for the Study of Evaluation.

Center for the Study of Evaluation. (1990, August). *Evaluation plan. Los Angeles After School Program (LA's BEST).* Los Angeles, CA: UCLA, Center for the Study of Evaluation.

Center for the Study of Evaluation. (1991, March). *Preliminary report. L.A.'s BEST After School Education and Enrichment Program.* Los Angeles, CA: UCLA, Center for the Study of Evaluation.

Los Angeles After School Education and Enrichment Program: An operational guide. (1988). Los Angeles, CA: Los Angeles Unified School District, Youth Services Program.

Whetstone, L. M., & Pezdek, K. (1991) *Preliminary evaluation of "A World of Difference" Youth Services Component.* Claremont, CA: The Claremont Graduate School, Department of Psychology.

Appendix A

Program Staff

Program Staff*

PROGRAM ADMINISTRATION:	[School District In-Kind]
Administrator, Student Auxiliary Services Branch	
Coordinator, Youth Services Section	
Four Field Coordinators, Youth Services Section	
School Principal	
Food Services Branch	

SCHOOL SITE PROGRAM STAFF:	[Progam Budget]
School Site Coordinator	[Teacher or Teacher's Assistant]
Library Specialist	[Teacher or Teacher's Assistant]
Homework Lab Specialist	[Teacher/aide/assistant]
Program Specialists	[Teachers/college students/community with special program skills]
Program Supervisor	[Requires knowledge of conducting organized recreation programs]
Program Worker	[Assists in conducting organized recreation programs]
Part-time Program Helpers	[Five high school students from the local high school]

* Table 4 taken directly from the Los Angeles After School Education and Enrichment Program: An Operational Guide, August 1988, p. 16

Appendix B

Instruments and Correspondence

LA's *BEST* Questionnaire
for Site Coordinators

Date: _____

Please list all languages that you speak: _____

1. Please evaluate your **present LA's *BEST* staff** (Do not include the high school aides.) with regard to the following areas:

	Poor	Adequate	Good	Great	Excellent	Don't Know
a. Teaching skills	1	2	3	4	5	6
b. Motivation	1	2	3	4	5	6
c. Attitudes towards children	1	2	3	4	5	6
d. Cooperation	1	2	3	4	5	6
e. Safety awareness	1	2	3	4	5	6
f. Previous experience	1	2	3	4	5	6
g. Training	1	2	3	4	5	6
h. Consistency	1	2	3	4	5	6
i. Overall job performance	1	2	3	4	5	6

2. Please evaluate the **high school aides** with regard to the following areas:

	Poor	Adequate	Good	Great	Excellent	Don't Know
a. Teaching skills	1	2	3	4	5	6
b. Motivation	1	2	3	4	5	6
c. Attitudes towards children	1	2	3	4	5	6

BEST COPY AVAILABLE

	Poor	Adequate	Good	Great	Excellent	Don't Know
d. Overall job performance	1	2	3	4	5	6

3. Have you or the person in charge of hiring experienced any problems in the following areas? (Please describe, if any problems.)

	No Problems	Minor Problems	Major Problems
a. Recruiting **qualified** staff	1	2	3
b. Recruiting high school aides	1	2	3
c. Staff turnover	1	2	3
d. High school aide turnover	1	2	3

4. How **effective** would you rate your <u>current</u> daily program in the following areas?

	Poor	Adequate	Good	Great	Excellent	Don't Know
a. Safe physical environment	1	2	3	4	5	6
b. Homework assistance	1	2	3	4	5	6
c. Educational activities	1	2	3	4	5	6
d. Recreational activities	1	2	3	4	5	6
e. Field trips	1	2	3	4	5	6
f. Special clubs	1	2	3	4	5	6
g. Library program	1	2	3	4	5	6
h. Dance program	1	2	3	4	5	6
i. Music program	1	2	3	4	5	6

	Poor	Adequate	Good	Great	Excellent	Don't Know
j. Free play time	1	2	3	4	5	6
k. Nutrition	1	2	3	4	5	6
l. New experiences	1	2	3	4	5	6
m. Opportunities to be creative	1	2	3	4	5	6
Accessing and networking						
n. Community resources	1	2	3	4	5	6
Communicating with:						
o. Parents	1	2	3	4	5	6
p. Daytime teachers	1	2	3	4	5	6

5. From what you have seen in the daily operation of the program, to what extent do each of these statements describe children's behavior in the program?

	Almost Never	Seldom	Sometimes	Often	Almost Always	Don't Know
a. Eager to participate	1	2	3	4	5	6
b. Obedient	1	2	3	4	5	6
c. Happy	1	2	3	4	5	6
d. Growing/Learning	1	2	3	4	5	6
e. Bored	1	2	3	4	5	6
f. Tired	1	2	3	4	5	6
g. Hard to control	1	2	3	4	5	6
h. Unhappy	1	2	3	4	5	6

6. In recruiting children to the program, were any special strategies used to reach those children most in need of the services of your program? No [ ] Yes [ ] →

   a. If "yes," what has your program done to keep these students actively involved in the program?

   b. What would make recruitment of children more efficient?

7. Are there any other children who you personally believe belong in this After School Program, but who are not currently enrolled? No [ ] Yes [ ] If "yes," please list:

	Reason(s) s/he belongs in this program (√) any that apply for each child								
Name of Child	Adult Supervision	Homework Help	Social Skills Help	Free Play Time	Intellectual Stimulation	Emotional Support	Adult Interaction	English Skills Help	Other
a.									
b.									
c.									
d.									
e.									
f.									
g.									

8. How much support has your program received from the following?

	None	Very Little	Some	A Lot	A Great Deal	Does Not Apply
a. School principal	1	2	3	4	5	6
b. Classroom teachers	1	2	3	4	5	6
c. LA's *BEST* Parents	1	2	3	4	5	6
d. Regional Coordinators	1	2	3	4	5	6
e. Community agencies	1	2	3	4	5	6

9. How have parents shown involvement in the program?

10. What do you expect your program to accomplish for students. . .
    a. Under the best of circumstances?

    b. Under the worst of circumstances?

11. What percentage (%) of your LA's *BEST* Program is like the regular school program? (Circle only ONE.)

(0-20%)	(21-40%)	(41-60%)	(61-80%)	(81-100%)
1	2	3	4	5

12. At your school, what makes implementation of the program:
    a. Difficult (Please describe)?

    b. Easy (Please describe)?

13. How valuable would it be to students and parents if this program were also offered:

	Not Valuable		Somewhat Valuable		Extremely Valuable	Does Not Apply
a. During summer months	1	2	3	4	5	6
b. During off-track time in the year-round schools?	1	2	3	4	5	6
c. For kindergartners attending afternoon classes?	1	2	3	4	5	6

14. Please describe <u>your</u> background:

a. What is the highest grade that you have completed? (Please circle ONE)

Grade: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 Higher

b. Please list previous jobs and experience that relate to your current position as Site Coordinator: (If "none," please indicate)

15. Any additional comments or suggestions?

THANK YOU!

LA's *BEST* Questionnaire
for School Survey

Name of School: _____ Year-round? No [ ] Yes [ ] Date: _____

Name of Person Completing this form: _____ Title: _____

About Student Participation in LA's *BEST* Program

1. How many students are officially enrolled in the program for Fall, 1990? _____

   a. Is there a waiting list? [ ]No [ ]Yes

      i. If "yes," how many names are on it? _____

2. What was the average daily attendance for . . .

	LA's *BEST* Program	Entire School
a. October, 1990?	_____	ai. _____
b. November, 1990?	_____	bi. _____

3. Does LA's *BEST* monitor the attendance of individual students? No [ ] Yes [ ]

   a. If "yes," at what point do you follow up on unexcused absences?

   b. What is done as a means of follow-up, if anything?

   c. Have there been drop-outs from the program? No [ ] Yes [ ]

      i. If dropouts, how many students have dropped out since the beginning of this year's program? _____

      ii. Why have there been drop-outs?

4. Please describe your program's daily procedure for releasing students at 6 PM? (Explain, if appropriate)

   a. Do some children leave by themselves?
   [ ] Yes [ ] No

   b. Do some children leave with older brothers or sisters?
   [ ] Yes [ ] No

   c. Do some children leave with unauthorized persons?
   [ ] Yes [ ] No

   d. Must persons picking up a child sign their names on a daily roster?
   [ ] Yes [ ] No

   e. Do some parents pick up their children after closing time?
   [ ] Yes [ ] No

   If "yes," how frequently does this occur?

   [ ] Daily [ ] Twice/Week [ ] Weekly
   [ ] Twice/Month [ ] Monthly [ ] Rarely

5. Has your program taken steps to deal with any of the issues listed in Question #4?
   No [ ] Yes [ ] If "yes," what have you tried?

6 What is the ethnic distribution of the students in your program? (Please indicate the **NUMBER** of students in each category.)

   Asian _____ Black _____ Hispanic _____ White _____ Other _____

   a. What is the source of your information on student ethnicity?_____

   b. Please estimate how many different languages are spoken by the families in your program? _____

7. How many of your after school students are in the following grade levels?

_____ Kindergarten _____ First _____ Second _____ Third

_____ Fourth _____ Fifth _____ Sixth

About Program Staffing

8. How many of the following are part of your LA's *BEST* Program?

a. How many regular classroom teachers? _____

b. How many volunteers? _____

c. How many Community Representatives does your program have? _____

d. How many High School Aides does your program have? _____

e. How many college students (for college credits) are in some way involved with your program? _____

9. How was the staff recruited for your program? (Be specific)

10. Since Summer, 1990, what training has been provided for your LA's *BEST* staff? (Please specify below.)

Type of Training?	How often?	How long?	How many of your staff participated?
e.g., Stages in children's thinking	for 3 months	2 hours/session	5
a.			
b.			
c.			
d.			
e.			

11. What additional training is needed by your staff?

	Type of Training?	How often?	How long?
a.			
b.			
c.			
d.			
e.			

About Program Implementation

12. Date on which your After School Program actually began operation this year: _____

13. Date recruitment of students began: _____. How were students recruited at your school? (Please describe)

14. Does your program serve kindergartners (the half-day students) before program hours?
No [ ] Yes [ ] If "yes," what special arrangements have been made?

15. Is your program open during:

a. Christmas Vacation? No [ ] Yes [ ]

b. If your school is a year-round school, during off-track time for off-track students?
No [ ] Yes [ ]

16. Does your program offer any of these? Please indicate (√) which are offered:

Homework Activities
[ ] General homework
[ ] Tutoring and assistance
[ ] Original instruction and supplemental work
[ ] A quiet atmosphere
[ ] Incentives for homework completion
[ ] Other (please list):_____

Educational Activities
[ ] Computer instruction
[ ] Reading
[ ] Science lessons
[ ] ESL instruction
[ ] Other (please list):_____

Recreational Activities
[ ] Ball sports (e.g., football, softball)
[ ] Nintendo video games, gymnastics, and skating
[ ] Other (please list):_____

Field Trips
[ ] Local field trips, parks, theaters, other

Special Clubs
[ ] Girl scouts and boy scouts
[ ] Drama
[ ] Cooking
[ ] Other (please list):_____

Library Activities
[ ] Reading for pleasure
[ ] Storytelling
[ ] Plays
[ ] Research lessons
[ ] Other (please list):_____

Dance Activities
[ ] Drill team
[ ] Recitals
[ ] Folk Dancing
[ ] Other (please list):_____

Music Activities
[ ] Chorus
[ ] Shows/programs
[ ] Singing and learning songs
[ ] Other (please list):_____

THANK YOU!

LA's *BEST* Questionnaire

for LA's *BEST* Staff
(Exclude High School Aides)

LA'S *BEST* School: _____

1. What is your position within the program? (Please check one.)

[ ] Library Specialist
[ ] Homework Lab Specialist
[ ] Program Specialist — Type: _____
[ ] Program Worker — Type: _____
[ ] High School Aide — Type: _____
[ ] Other — (Describe): _____

2. How **effective** would you rate your current daily program in the following areas?

	Poor	Adequate	Good	Great	Excellent	Don't Know
a. Safe physical environment	1	2	3	4	5	6
b. Homework assistance	1	2	3	4	5	6
c. Educational activities	1	2	3	4	5	6
d. Recreational activities	1	2	3	4	5	6
e. Field trips	1	2	3	4	5	6
f. Special clubs	1	2	3	4	5	6
g. Library program	1	2	3	4	5	6
h. Dance program	1	2	3	4	5	6
i. Music program	1	2	3	4	5	6
j. Free play time	1	2	3	4	5	6
k. Nutrition	1	2	3	4	5	6

BEST COPY AVAILABLE

	Poor	Adequate	Good	Great	Excellent	Don't Know
l. New experiences	1	2	3	4	5	6
m. Opportunities to be creative	1	2	3	4	5	6
Accessing and networking						
n. Community resources	1	2	3	4	5	6
Communicating with:						
o. Parents	1	2	3	4	5	6
p. Daytime teachers	1	2	3	4	5	6

3. From what you have seen in the daily operation of the program, to what extent do each of these statements describe children's behavior in the program?

	Almost Never	Seldom	Sometimes	Often	Almost Always	Don't Know
a. Eager to participate	1	2	3	4	5	6
b. Obedient	1	2	3	4	5	6
c. Happy	1	2	3	4	5	6
d. Growing/Learning	1	2	3	4	5	6
e. Bored	1	2	3	4	5	6
f. Tired	1	2	3	4	5	6
g. Hard to control	1	2	3	4	5	6
h. Unhappy	1	2	3	4	5	6

4. Are there any other children who you personally believe belong in this After School Program, but who are not currently enrolled? No [ ] Yes [ ] If "yes," please list:

Name of Child	Reason(s) s/he belongs in this program (√) any that apply for each child: Adult Supervision	Homework Help	Social Skills Help	Free Play Time	Intellectual Stimulation	Emotional Support	Adult Interaction	English Skills Help	Other
a.									
b.									
c.									
d.									
e.									
f.									
g.									

5. What percentage (%) of your LA's *BEST* Program is like the regular school program? (Circle only ONE.)

(0-20%)	(21-40%)	(41-60%)	(61-80%)	(81-100%)
1	2	3	4	5

6. How would you rate your work environment?

	Poor	Adequate	Good	Great	Excellent	Don't Know
a. Relations among co-workers	1	2	3	4	5	6
b. Physical Surroundings	1	2	3	4	5	6
c. Materials/Supplies	1	2	3	4	5	6

	Poor	Adequate	Good	Great	Excellent	Don't Know
d. Enjoyment of your work	1	2	3	4	5	6
Support from:						
e. School Principal	1	2	3	4	5	6
f. Classroom Teachers	1	2	3	4	5	6
g. Parents	1	2	3	4	5	6

7. How have parents shown involvement in the Program?

8. What types of training have you received from the LA's *BEST* Program this school year (including any Summer 1990 trainings)?

TYPE OF TRAINING?	HOW OFTEN?	HOW LONG IS EACH SESSION?
e.g., children's thinking at different ages	for 3 months	two hours each meeting
a.		
b.		
c.		

9. What types of training would <u>you personally</u> like to receive in order to help you do your job even better?

10. How long have you been employed in this program? _____ Months

11. What is the highest grade in school that you have completed? (Please circle ONE.)

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 Higher

12. Please list previous jobs and experience that relate to your current staff position: (If "none," please indicate)

13. What suggestions do you have for improving this program?

14. What has this program meant to you in your own professional life?

15. Any additional comments or suggestions? (Please feel free to use the back of this page for your comments.)

THANK YOU!

LA's *BEST* Questionnaire
for Principals

Date: _____

1. What do you see as the major goals and objectives of LA's *BEST* program?

2. Please evaluate your **present LA's *BEST* staff** (Do not include the high school aides.) with regard to the following areas:

	Poor	Adequate	Good	Great	Excellent	Don't Know
a. Teaching skills	1	2	3	4	5	6
b. Motivation	1	2	3	4	5	6
c. Attitudes towards children	1	2	3	4	5	6
d. Cooperation	1	2	3	4	5	6
e. Safety awareness	1	2	3	4	5	6
f. Previous experience	1	2	3	4	5	6
g. Training	1	2	3	4	5	6
h. Consistency	1	2	3	4	5	6
i. Overall job performance	1	2	3	4	5	6

3. How **effective** would you rate your <u>current</u> daily program in the following areas?

	Poor	Adequate	Good	Great	Excellent	Don't Know
a. Safe physical environment	1	2	3	4	5	6
b. Homework assistance	1	2	3	4	5	6
c. Educational activities	1	2	3	4	5	6
d. Recreational activities	1	2	3	4	5	6
e. Field trips	1	2	3	4	5	6
f. Special clubs	1	2	3	4	5	6
g. Library program	1	2	3	4	5	6
h. Dance program	1	2	3	4	5	6
i. Music program	1	2	3	4	5	6
j. Free play time	1	2	3	4	5	6
k. Nutrition	1	2	3	4	5	6
l. New experiences	1	2	3	4	5	6
m. Opportunities to be creative	1	2	3	4	5	6
Accessing and networking						
n. Community resources	1	2	3	4	5	6
Communicating with:						
o. Parents	1	2	3	4	5	6
p. Daytime teachers	1	2	3	4	5	6

4. Please specify any problems, concerns, weaknesses, special circumstances, or special strengths relevant to the LA's *BEST* program at your school:

5. So far this school year, what has the program accomplished for:
   a. Students?

   b. High School aides?

   c. Parents?

d. Others?

6. What do you expect the program to accomplish by the end of the school year?

7. Overall, what is your reaction to this particular after school program? (Examples?)

8. How have the groups listed below reacted to this program?

	No Interest	Verbal Support	Some Cooperative Actions	High Cooperative Actions	Full Support	Don't Know
a. Daytime teachers:	1	2	3	4	5	6
b. Parents:	1	2	3	4	5	6
c. Community members:	1	2	3	4	5	6
d. Others (Specify:_____)	1	2	3	4	5	6

9. How have parents shown involvement in the Program?

10. How valuable would it be to students and parents if this program were also offered:

	Not Valuable		Somewhat Valuable		Extremely Valuable	Does Not Apply
a. During summer months	1	2	3	4	5	6
b. During off-track time in the year-round schools?	1	2	3	4	5	6
c. For kindergartners attending either morning or afternoon sessions?	1	2	3	4	5	6

11. Do you have any further comments (Please feel free to include any further comments in the space below and/or on the back.)?

THANK YOU!

LA's *BEST* Questionnaire
for Children (Grade Levels 3-6)

School: _____

Child's Name: _____ Male [ ] Female [ ] Grade Level: _____

Language(s) spoken at home: _____

Interviewer: _____ Language of Interview: _____

1. What do you like best about LA's *BEST* after school program?

2. What do you <u>not</u> <u>like</u> about the program?

3. What would you be doing after school if you did <u>not</u> come to this program? *(Interviewer, please probe, then choose <u>one</u> of the following categories and make a note of the child's statement.)*

[ ] a. Alone
[ ] b. With other children under the age of 13; no adult supervision
[ ] c. With other children between ages 13 and 17 no adult supervision
[ ] d. Some adult supervision, but amount or type of adult supervision not adequate or not reliable
[ ] e. Adequate/reliable adult supervision

[ ] f. Other (Specify) _____
_____

	Don't Like It	It could be Better	Like It a Little	Like It	Like It a Lot	Don't Know/ Not Sure	Not Applicable
4. a. Most of the time, how do you feel about your after school program?	1	2	3	4	5	6	9
b. What do you think about the food served?	1	2	3	4	5	6	9
c. How do you feel about the homework period?	1	2	3	4	5	6	9
d. How do you feel about the sports/games played at this program?	1	2	3	4	5	6	9
e. How do you feel about the science, computer, and other clubs at this program?	1	2	3	4	5	6	9
f. How do you feel about the library activities at this program?	1	2	3	4	5	6	9
g. How do you feel about the arts and crafts at this program?	1	2	3	4	5	6	9
h. How do you feel about the music activities at this program? What did you learn?	1	2	3	4	5	6	9
i. How do you feel about the field trips in this program? What did you learn?	1	2	3	4	5	6	9
j. How do you feel about special performances you get to see through the program? *(Interviewer, please probe.)*	1	2	3	4	5	6	9

5. Would you want to come during your school vacation if the program was offered? [ ] No [ ] Yes

6. Think about the grown-ups in the program.

	Not at All	A Little	A Lot	Don't Know
a. Are they helpful to you?	1	2	3	6
b. Do they care about you?	1	2	3	6
c. Do they have high hopes for you or expect you to do well?	1	2	3	6
d. Can you talk to them easily?	1	2	3	6

7. How many other students (children) do you know in the after school program? _____

a. How many of these children are your good friends (a number)? _____

8. How safe do you feel in the program?

a. Not Safe At All — A Little Unsafe — Don't Know — A Little Safe — Very Safe
1 2 3 4 5

b. Why do you feel this way?

9. How safe do you feel in the neighborhood?

a. Not Safe At All — A Little Unsafe — Don't Know — A Little Safe — Very Safe
1 2 3 4 5

b. Why do you feel this way?

10. How safe do you feel inside your own home?

a. Not Safe At All — A Little Unsafe — Don't Know — A Little Safe — Very Safe
1 2 3 4 5

b. Why do you feel this way?

BEST COPY AVAILABLE

11. Are there times when you do not feel safe at the program? [ ] NO [ ] YES *(Interviewer, please probe. Ask child to explain.)*

12. Since you have been in this program, how have your feelings about school changed?

Like School A Lot Less	Like School Less	No Change	Like School More	Like School A Lot More
1	2	3	4	5

13. Is there anything else you would like to say about the LA's *BEST* Program at your school?

Personal Background: Who are the adults that you live with?

	Parent(s)	Stepparent(s)	Grandparent(s)	Other
	[ ]	[ ]	[ ]	[ ] Specify:
Female	[ ]	[ ]	[ ]	_____
Male	[ ]	[ ]	[ ]	_____

THANK YOU!

LA's *BEST* Questionnaire
for Parents

Date: _____

Name: _____ Male [ ] Female [ ]

Relationship to _____ Parent [ ] Stepparent [ ] Grandparent [ ]
Guardian [ ] Other [ ]

Telephone: ( ) _____

Language(s) spoken at home: _____

Interviewer: _____ Language of Interview: _____

1. School: _____

2. How many of your children are in the After School Program? _____

Male/Female	Grade level(s)	In LA's *BEST* last year?
a. _____	i. _____	ii. Y[ ] N[ ]
b. _____	i. _____	ii. Y[ ] N[ ]
c. _____	i. _____	ii. Y[ ] N[ ]

3. Before joining LA's *BEST*, what was your child's(ren's) usual routine at the end of the school day? (Mark ONE.) *(Interviewer, write out what interviewee says, then select ONE category. Use category "other" if necessary. Always check your selection with the interviewee. Use the line to write answer.)*

[ ] a. Alone
[ ] b. With other children under the age of 13; no adult supervision
[ ] c. With other children between ages 13 and 17; no adult supervision
[ ] d. Some adult supervision, but amount or type of adult supervision was not adequate or not reliable
[ ] e. Adequate/reliable adult supervision
[ ] f. Other. *Specify:* _____
_____

4. Before you joined LA's *BEST*, what were your approximate costs for after school care?
(Interviewer, write out answer, especially when there is no money value.)

a. Financial _____ per week

b. Transportation _____ per week

c. Exchange of services _____ per week

d. Other _____ per week

5. How much has your child's(ren's) participation in this After School Program affected your family in terms of:

	A Large Decrease	A Small Decrease	No Change	A Small Increase	A Large Increase	Don't Know /Not Sure
a. family **TIME** spent with your child?	1	2	3	4	5	6
b. family **TALK-TIME and FUN-TIME** spent with your child?	1	2	3	4	5	6
c. family **ATTENTIVENESS ON YOUR JOB** or in other daily activities	1	2	3	4	5	6
d. **AMOUNT OF WORK** family is able to do during the day	1	2	3	4	5	6

6. How much has your child's(ren's) participation in LA's *BEST* lessened your family's...

	Not At All	Very Little	Some	A Lot	A Great Deal	Don't Know/Not Sure
a. Money worries	0	1	2	3	4	6
b. Evening stress level	0	1	2	3	4	6
c. Battles over homework	0	1	2	3	4	6

7. How has participation affected your child/children in terms of their...

	Very Negatively	Somewhat Negatively	No Change	Somewhat Positively	Very Positively	Don't Know/Not Sure
a. Ability to get along with others	1	2	3	4	5	6
b. Grades on homework, tests, etc.	1	2	3	4	5	6
c. Liking of school	1	2	3	4	5	6
d. Knowledge about specific subjects	1	2	3	4	5	6
e. Confidence in self	1	2	3	4	5	6
f. Overall happiness	1	2	3	4	5	6
g. Communication skills	1	2	3	4	5	6
h. English language skills	1	2	3	4	5	6

8. How much do you agree/disagree with these statements about your child's after school program?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/Not Sure
a. Staff is too strict with children.	1	2	3	4	6
b. Staff is too easy on children	1	2	3	4	6
c. The activities are too much like regular school.	1	2	3	4	6
d. There is not enough instruction.	1	2	3	4	6
e. The program doesn't teach students enough.	1	2	3	4	6

9. How would you rate these areas of your child's/children's after school program?

	Poor	Adequate	Good	Excellent	Superior	Don't Know/Not Sure	Not Applicable
a. Safe physical environment	1	2	3	4	5	6	9
b. Homework assistance	1	2	3	4	5	6	9
c. Educational activities	1	2	3	4	5	6	9
d. Recreational activities	1	2	3	4	5	6	9
e. Field trips	1	2	3	4	5	6	9
f. Special clubs	1	2	3	4	5	6	9
g. Library program	1	2	3	4	5	6	9
h. Dance program	1	2	3	4	5	6	9
i. Music program	1	2	3	4	5	6	9
j. Free play time	1	2	3	4	5	6	9
k. Nutrition	1	2	3	4	5	6	9
l. New experiences	1	2	3	4	5	6	9
m. Opportunities to be creative	1	2	3	4	5	6	9
n. Exposure to the performing arts	1	2	3	4	5	6	9

10. What benefits is your child (are your children) getting from this program? And what would improve this program? *(Interviewer, probe, get details.)*

11. As a parent/guardian, have you been involved in any planning or other program activities for this After School Program? [ ]NO [ ]YES *(Interviewer, if "yes," in what way has this person been involved?)*

12. Are you interested in becoming more involved in the after school program? [ ] No [ ] Yes

13. How valuable would it be to students and parents if this program was also offered:

	Not Valuable		Somewhat Valuable		Extremely Valuable	Don't Know
a. During the summer months?	1	2	3	4	5	6
b. During off-track time in year-round schools?	1	2	3	4	5	6
c. To kindergartners during extended hours?	1	2	3	4	5	6

14. Would you enroll your child during school vacations if the program were offered? [ ] No [ ] Yes

PERSONAL BACKGROUND

(Interviewer: Indicate with a star which adult is the interviewee.)

(a) Adults in Household	(b) Age	(c) Employment Status: Full-time	Part time	Unemployed	(d) # of Jobs	(e) Child's Parent/ Guardian	(f) Education Lvl. (Grade)	(g) Any College? *(Circle)*
15. [ ] Head of Household		[ ]	[ ]	[ ]	[ ]	[ ]		Y N
16. [ ] Adult #2		[ ]	[ ]	[ ]	[ ]	[ ]		Y N
17. [ ] Adult #3		[ ]	[ ]	[ ]	[ ]	[ ]		Y N
18. [ ] Adult #4		[ ]	[ ]	[ ]	[ ]	[ ]		Y N

19. Marital status of head of household:

Married	Divorced	Widowed	Separated	Single
[ ]	[ ]	[ ]	[ ]	[ ]

20. Any additional comments or opinions about LA's *BEST*?

THANK YOU!

FOR OFFICE USE ONLY

Total:

_____ Males
_____ Females
_____ Full Time
_____ Part Time
_____ Unemployed
_____ No Jobs
_____ Parent/Guardian

LA's *BEST* Questionnaire
for High School Aides

Date: _____

Interviewer: _____

I. Background Information

Student's Name: _____

1. Your payroll title: _____ 2. Rate of pay: $ _____
3. Student's High School: _____ 4. Gender: M F
5. **LA's *BEST*** Site: _____ 6. Grade Level: _____
7. What languages do you speak? _____
8. How many months have you been with **LA's *BEST*** ? _____ months
9. How did you get this job with **LA's *BEST*** ?

10. What are your duties?

II. Supervision and Training

11. Is someone your immediate supervisor?

[ ] No [ ] Yes If "yes": a. name of person _____

b. title _____

12. Does anyone take a regular interest in your work and help you perform your job well?

[ ] No [ ] Yes If "yes": a. name of person _____

b. title _____

Give examples of how this person helps you: _____

_____

_____

13. What types of training have you received from the **LA's *BEST*** Program this school year 1990-91 (including any Summer 1990 trainings)?

TYPE OF TRAINING?	HOW OFTEN?	HOW LONG FOR EACH MEETING?
e.g., different ways to solve or handle student arguments	twice a month for 3 months	two hours each meeting
a.		
b.		
c.		

What type of training do you feel that <u>you need to receive</u> in order to do a better job?

d.		
e.		
f.		

III. Perceived Quality of Experience

14. To what extent do these statements describe <u>your</u> particular experience within the **LA's *BEST*** program?

	Almost Never	Seldom	Sometimes	Often	Almost Always	Don't Know
a. My ideas are taken seriously.	1	2	3	4	5	6
b. I am listened to.	1	2	3	4	5	6
c. I am <u>not</u> given enough training to do my task well.	1	2	3	4	5	6
d. The adults at the program take a personal interest in me.	1	2	3	4	5	6
e. My work is boring.	1	2	3	4	5	6
f. I am motivated to do my best work at this site.	1	2	3	4	5	6

	Almost Never	Seldom	Sometimes	Often	Almost Always	Don't Know
g. I do <u>not</u> feel appreciated.	1	2	3	4	5	6
h. I feel I am making a contribution.	1	2	3	4	5	6
i The adults at the program criticize me or my work.	1	2	3	4	5	6
j. I am helping my community	1	2	3	4	5	6
k. I would recommend this job to other high school students.	1	2	3	4	5	6

IV. Perceived Impact of Program

15. How has working with the program helped you (if at all) in the following?

	Not at All	Very Little	Some	A Lot	A Great Deal
a. Learning about how children develop	1	2	3	4	5
b. Learning to interact in positive ways with children	1	2	3	4	5
c. Learning to be patient	1	2	3	4	5
d. Meeting new adults that set a good example	1	2	3	4	5
e. Gaining valuable work experience	1	2	3	4	5
f. Becoming more confident	1	2	3	4	5
g. Becoming more responsible	1	2	3	4	5
h. Feeling that I can earn my own money	1	2	3	4	5

i. What other ways has the program helped you? Describe

_____

_____

16. How would you rate <u>your</u> work environment at the **LA's *BEST*** site?

	Poor	Adequate	Good	Great	Excellent	Don't Know
a. Relations among co-workers	1	2	3	4	5	6
b. Physical Surroundings	1	2	3	4	5	6
c. Materials/Supplies	1	2	3	4	5	6
d. Enjoyment of your work	1	2	3	4	5	6

17. Overall, have <u>your grades</u> in high school: (a) <u>remained about the same</u>, (b) <u>dropped</u>, or (c) <u>improved</u> since participating in the **LA's *BEST*** program? (Circle only ONE of the above)

V. Perceived Alternative Opportunities/Future Options

18. What would you be doing at the end of the school day if you did not work for **LA's *BEST*** ?

	Not at All	Very Little	Some	A Lot	A Great Deal
a. Be home watching TV	1	2	3	4	5
b. Be home caring for kids	1	2	3	4	5
c. Be home studying	1	2	3	4	5
d. Working a different job	1	2	3	4	5
e. Doing activities at High School (e.g., band, sports, clubs)	1	2	3	4	5
f. Doing activities with friends	1	2	3	4	5
g. Other: (Specify)					

	Not Important	A Little Important	Important	Very Important	Extremely Important
19. How important is it <u>to you</u> that you go to college or some other training after high school? (Circle one)	[ ]	[ ]	[ ]	[ ]	[ ]
20. How important is it <u>to your parents/family</u> that you go to college or some other training after high school? (Circle one)	[ ]	[ ]	[ ]	[ ]	[ ]

21. Have you ever taken the SAT or PSAT? (Please circle) Yes No

If "no," are you planning to take the SAT or PSAT? Yes No

22. Among your <u>closest friends</u>, how many are <u>seriously</u> planning to go to college or other type of school beyond high school? (Mark <u>ONLY ONE</u>.)

[ ] None of my closest friends
[ ] A few of my closest friends
[ ] About half of my closest friends
[ ] Most of my closest friends
[ ] Almost all of my closest friends

23. What will you do in the year right after you leave high school? (Questions a-g below.)

	I will NOT do this	I have NO PLANS to do this	I am THINKING about this	I WILL DEFINITELY do this	Not Sure/ Don't Know
a. Get married	[ ]	[ ]	[ ]	[ ]	[ ]
b. Become a parent	[ ]	[ ]	[ ]	[ ]	[ ]
c. Join the military	[ ]	[ ]	[ ]	[ ]	[ ]
d. Get a full-time job	[ ]	[ ]	[ ]	[ ]	[ ]
e. Go to college/other school full-time	[ ]	[ ]	[ ]	[ ]	[ ]
f. Go to college/other school and get a job	[ ]	[ ]	[ ]	[ ]	[ ]
g. Other (please list)	[ ]	[ ]	[ ]	[ ]	[ ]

24. Has your experience with **LAs BEST** influenced your future plans?

[ ] No [ ] Yes If "yes", please explain_____

_____

25. What career do you see yourself pursuing in the future?_____

_____

VI. Family Background

26. Has anyone in your family ever gone to college? [ ] No [ ] Yes

If "yes," how many in your immediate family _____ extended family _____

27. Highest grade level parents have completed--Grade Level:

a. Father 5 or less, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17+ Don't Know

b. Mother 5 or less, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17+ Don't Know

VII. Suggestions for Improving LA's *BEST*

28. What can be done to improve the **LA's *BEST*** program:

a. for high school aides?

b. for the elementary students?

c. for the community?

29. Do you have any other comments, suggestions, or questions?

Thank You!

LA's *BEST* Questionnaire
for Classroom Teachers

Name of Teacher_____ Date _____

School _____ Grade Level of Students _____ Classroom No. _____

Please compare the group of students listed below with the rest of your classroom for each of the areas listed in Question #1.

_____ _____
_____ _____
_____ _____
_____ _____

1. Compared to the rest of my class, the students named above *as a group* are. . .

MUCH WORSE	WORSE	SAME	BETTER	MUCH BETTER	in their. . .
1	2	3	4	5	a) ability to get along with others
1	2	3	4	5	b) grades on homework, tests, etc.
1	2	3	4	5	c) preparation to approach the next assignment
1	2	3	4	5	d) attitude towards school
1	2	3	4	5	e) attendance
1	2	3	4	5	f) attentiveness in class
1	2	3	4	5	g) knowledge about specific subjects
1	2	3	4	5	h) self-esteem
1	2	3	4	5	i) communication skills
1	2	3	4	5	j) overall attitude or disposition
1	2	3	4	5	k) parent interest or involvement in students' academic life

2. Have you ever worked for L.A.'s *BEST*? [ ] No [ ] Yes Volunteered for LA's *BEST*? [ ] No [ ] Yes

3. In theory, how supportive are you of having the LA's *BEST* Program at your school?

Not Supportive		Not Very Supportive		Neutral		A Little Supportive		Very Supportive
1	----------	2	----------	3	----------	4	----------	5

3a. Why? _____

_____

Thank you!

BEST COPY AVAILABLE

ARCHIVAL - CUM FILE DATA

School _____ Year Round [ ] No [ ] Yes Student Case I.D. # _____

Child's Name _____ [ ] Male [ ] Female

Ethnicity/Culture: [ ] African American (Black) [ ] Asian [ ] White
[ ] Latino (Hispanic) [ ] Pacific Islander [ ] Other (Specify)_____

1990-91 Grade Level _____ Room _____ Teacher _____

Was this child in L.A.'s *BEST* last year? [ ] No [ ] Yes

END OF YEAR GRADES 1989-90	ACHIEVEMENT	EFFORT
READING [ ] IF OTHER THAN ENGLISH*		
WRITTEN COMPOSITION [ ] IF OTHER THAN ENGLISH*		
SPELLING [ ] IF OTHER THAN ENGLISH*		
HANDWRITING [ ] IF OTHER THAN ENGLISH*		
ORAL LANGUAGE [ ] IF OTHER THAN ENGLISH*		
ENGLISH AS A SECOND LANGUAGE		
MATHEMATICS		
SCIENCE		
SOCIAL STUDIES		
HEALTH EDUCATION		
MUSIC		
ART		
PHYSICAL EDUCATION		

WORKS & PLAYS WELL WITH OTHER STUDENTS	
FINISHES WORK ON TIME	

DAYS PRESENT	
DAYS ABSENT	
TIMES TARDY	

END OF YEAR GRADES 1990-91	ACHIEVEMENT	EFFORT
READING [ ] IF OTHER THAN ENGLISH*		
WRITTEN COMPOSITION [ ] IF OTHER THAN ENGLISH*		
SPELLING [ ] IF OTHER THAN ENGLISH*		
HANDWRITING [ ] IF OTHER THAN ENGLISH*		
ORAL LANGUAGE [ ] IF OTHER THAN ENGLISH*		
ENGLISH AS A SECOND LANGUAGE		
MATHEMATICS		
SCIENCE		
SOCIAL STUDIES		
HEALTH EDUCATION		
MUSIC		
ART		
PHYSICAL EDUCATION		

WORKS & PLAYS WELL WITH OTHER STUDENTS	
FINISHES WORK ON TIME	

DAYS PRESENT	
DAYS ABSENT	
TIMES TARDY	

Has this student ever been classified as ESL? [ ] No [ ] Yes If "Yes," *please complete questions in box below.*

a. When (year)_____ i. 1st Semester_____ ii. 2nd Semester_____
b. Today's status: i. [ ] Beginning ESL ii. [ ] Intermediate ESL iii. [ ] Advanced ESL iv. [ ] Not ESL
c. If ESL now, is student's most recent standardized tests in a language other than English? [ ] No [ ] Yes

UNIVERSITY OF CALIFORNIA, LOS ANGELES UCLA

BERKELEY · DAVIS · IRVINE · LOS ANGELES · RIVERSIDE · SAN DIEGO · SAN FRANCISCO SANTA BARBARA · SANTA CRUZ

«DATA Principal Data.11»

CENTER FOR THE STUDY OF EVALUATION
UCLA GRADUATE SCHOOL OF EDUCATION
405 HILGARD AVENUE
LOS ANGELES, CALIFORNIA 90024-1522
(213) 825-4711
(213) 206-1532

November 21, 1990

«addressee»
Principal
«school»
«address»
«city», «state» «zip»

Dear «salutation»:

As last year, our Center for the Study of Evaluation at UCLA will again be conducting an evaluation of the LA's *BEST* Program. We will use multiple strategies and seek input from a broad cross-section of those involved. In this vein, we ask that you please take 20 minutes or so from your busy schedule to complete the enclosed questionnaire. If you have already returned one of these questionnaires to us, thank you. We only need one completed questionnaire. Your input and perspective is an important part of our evaluation picture.

Your answers will be treated anonymously: No one will be able to identify you, your school, or your school's staff in any of our reports. Thus, feel free to be as open and candid as possible. Please seal your completed questionnaire inside the attached self-addressed, stamped envelope. You may either mail the sealed envelope directly to our Center, or you may give the sealed envelope to your LA's *BEST* Site Coordinator (who will be mailing *Staff Questionnaires* and a *School Survey* to our Center on or before November 29, 1990).

It is our understanding that this year's study will be treated as last year's study and, thus, will not require a parent consent form. You should be notified about this in the near future from the the appropriate LAUSD Office. If you have any questions, comments, or suggestions, or wish a copy of last year's report, please feel free to contact me or my assistants, Rosie Valdes or Judy Miyoshi at (213) 206-1513 or 206-1520, or contact Mr. Al Mintum, LA's *BEST* Project Director, LAUSD at (213) 515-3113. We ask that you please return this questionnaire no later than Thursday, December 6, 1990. Thank you for your assistance.

Sincerely,

Pauline E. Brooks, Ph.D.
Project Director, CSE

PB/jm

Enclosures

UNIVERSITY OF CALIFORNIA, LOS ANGELES

UCLA

BERKELEY · DAVIS · IRVINE · LOS ANGELES · RIVERSIDE · SAN DIEGO · SAN FRANCISCO

SANTA BARBARA · SANTA CRUZ

«DATA Principal Data.8»

CENTER FOR THE STUDY OF EVALUATION
UCLA GRADUATE SCHOOL OF EDUCATION
405 HILGARD AVENUE
LOS ANGELES, CALIFORNIA 90024-1522
(213) 825-4711
(213) 206-1532

November 21, 1990

«addressee»
Principal
«school»
«address»
«city», «state» «zip»

Dear «salutation»:

As last year, our Center for the Study of Evaluation at UCLA will again be conducting an evaluation of the LA's *BEST* Program. We will use multiple strategies and seek input from a broad cross-section of those involved. In this vein, we ask that you please take 20 minutes or so from your busy schedule to complete the enclosed questionnaire. If you have already returned one of these questionnaires to us, thank you. We only need one completed questionnaire. Your input and perspective is an important part of our evaluation picture.

Your answers will be treated anonymously: No one will be able to identify you, your school, or your school's staff in any of our reports. Thus, feel free to be as open and candid as possible. Please seal your completed questionnaire inside the attached self-addressed, stamped envelope. You may either mail the sealed envelope directly to our Center, or you may give the sealed envelope to your LA's *BEST* Site Coordinator (who will be mailing *Staff Questionnaires* and a *School Survey* to our Center on or before November 29, 1990).

Additionally, your school's program is one of eight programs randomly selected for future interviews of LA's *BEST* children, parents, High School Aides, and a review of changes in students' grades over the course of the school year. Interviews with randomly selected children will be conducted during LA's *BEST* program hours beginning December 1, 1990 through January 30, 1991. Telephone interviews of randomly selected LA's *BEST* parents will be conducted mostly during late afternoon, early evening hours, and weekends during the same two months. We are in the process of working with coordinators at these eight schools to set up the most convenient schedules for conducting these interviews. Before beginning interviews of children and parents at your school, my staff will contact both you and the LA's *BEST* Site Coordinator to verify our schedule. We wish not to be disruptive.

It is our understanding that this year's study will be treated as last year's study and, thus, will not require a parent consent form. You should be notified about this in the near future from the the appropriate LAUSD Office. If you have any questions, comments, or suggestions, or wish a copy of last year's report, please feel free to contact me or my assistants, Rosie Valdes or Judy Miyoshi at (213) 206-1513 or 206-1520, or contact Mr. Al Minturn, LA's *BEST* Project Director, LAUSD at (213) 515-3113. We ask that you please return this questionnaire no later than Thursday, December 6, 1990. Thank you for your assistance.

Sincerely,

Pauline E. Brooks, Ph.D.
Project Director, CSE

PB/jm

Enclosures

UNIVERSITY OF CALIFORNIA, LOS ANGELES UCLA

BERKELEY · DAVIS · IRVINE · LOS ANGELES · RIVERSIDE · SAN DIEGO · SAN FRANCISCO SANTA BARBARA · SANTA CRUZ

«DATA Site Coordinator Data»

CENTER FOR THE STUDY OF EVALUATION
UCLA GRADUATE SCHOOL OF EDUCATION
405 HILGARD AVENUE
LOS ANGELES, CALIFORNIA 90024-1522
(213) 825-4711
(213) 206-1532

November 21, 1990

«addressee»
«title»
«school»
«address»
«city», «state» «zip»

Dear «salutation»:

This is in follow-up to the LA's *BEST* Site Coordinator's meeting on Wednesday, November 14, 1990 at 3:30 p.m. First, thank you for so thoroughly completing the *Site Coordinator's Questionnaire* during that meeting. We've received completed forms from 15 of 19 sites.

About Completing the Packet

The following is intended to help you in completing and returning the packet of questionnaires given to you at the Site Coordinator's meeting.

CONCERNING *STAFF* QUESTIONNAIRES

1. *Staff* may choose to not write the school name or their own name on their questionnaire.

2. Staff responses are to be kept private. If there is the potential for a problem in this area, have staff enclose their individual questionnaires in one of the envelopes accompanying this letter. Then place the envelope inside the large envelope with all other questionnaires to be mailed back to us.

3. High School Aides are not to complete a Staff Questionnaire. We have a separate Questionnaire for High School Aides which will be administered in March-May 1991.

4. We ask that each staff member complete one questionnaire, and that each do so in an environment in which (s)he can feel free to their true feelings and attitudes. (Sort of like voting)

CONCERNING *SCHOOL SURVEY*

1. Be sure to write the school name on the School Survey.

2. Make your best estimate of ethnic breakdown (Question #6.)

3. Wait until near the end of November to give your November ADA's (Questions #2b and 2bi). If you just can't answer/estimate this question by November 29, leave it blank and we'll phone you later in December to get this figure.

4. Feel free to write extra comments on the School Survey or attach separate sheets to describe specifics of your school's program. This document is intended to describe your program

Your principal will soon receive a copy of the Principal's Questionnaire by mail.

Please RETURN ALL COMPLETED (1) *STAFF* Questionnaire and (2) the *SCHOOL SURVEY* (and the Principal's Questionnaire, if (s)he has chosen this option) by Monday, December 2, 1990. Use the enclosed large return envelope in the packet that you received on Wednesday, November 14, 1990.

Sincerely,

Pauline E. Brooks, Ph.D.
Program Director, CSE

PB/jm

Enclosures

FOR THE FOLLOWING 8 SCHOOLS ONLY:

1. Canoga Park Elementary School
2. Grape Street Elementary School
3. Hawaiian Avenue Elementary School
4. Hillside Elementary School
5. Hobart Boulevard Elementary School
6. Langdon Avenue Elementary School
7. Utah Street Elementary School
8. Weigand Avenue Elementary School

1. We need a print-out of enrolled children's names by grade level for **grades K-6**.

2. Upon notification to your principal by LAUSD concerning the release of the above mentioned print-out, a member of my staff is available to pick up the print-out as soon as it is ready. This notification may have already occurred or will occur soon. One of my staff can come to your school during program hours beginning Monday, November 26, 1990 through Friday, November 30, 1990. If you choose to have someone pick up the print-out, please contact Judy Miyoshi at (213) 206-1520 to make arrangements. Otherwise, please mail it to us by Thursday, November 29, 1990 in the enclosed self-addressed, stamped envelope.

3. Based on children's names, we'll then select parents to be interviewed. We will request parent telephone numbers after we've selected 27-40 parents from each of your schools.

UNIVERSITY OF CALIFORNIA, LOS ANGELES UCLA

BERKELEY · DAVIS · IRVINE · LOS ANGELES · RIVERSIDE · SAN DIEGO · SAN FRANCISCO SANTA BARBARA · SANTA CRUZ

CENTER FOR THE STUDY OF EVALUATION
UCLA GRADUATE SCHOOL OF EDUCATION
405 HILGARD AVENUE
LOS ANGELES, CALIFORNIA 90024-1522
(213) 825-4711
(213) 206-1532

December 6, 1990

Information Regarding the
Evaluation of ***LA's BEST*** After School Program
for the months of December - January 1991

Dear Parent/Guardian:

The Center for the Study of Evaluation at the University of California, Los Angeles (UCLA) in collaboration with the Los Angeles Unified School District (LAUSD) is conducting an evaluation of the After School Program in which your child is enrolled. The study will enable us to better understand how well the program operates and to make recommendations for its improvement. We request both your participation and your child's participation in this effort.

About this evaluation...

Personal and/or identifying information about you, your child, and program staff will be treated CONFIDENTIALLY: No one will be able to identify you, your child, or program staff from the information that will appear in our reports. Any exception to this will be as required by California State Law.

Your participation will require about a 10-20 minute interview by telephone during one evening. Your child's participation will involve meeting with an interviewer in private and/or in small groups with other children at the school site for approximately 5 to 15 minutes during after school program hours. Information about your child may also be provided by the school. Results from your school will be analyzed as part of a larger study of ***LA's BEST*** After School Program.

Questions asked of both you and your child will generally center around the following areas:
(1) after school program services offered and received;
(2) the apparent effects of the program on participants;
(3) the apparent effects of the program on the larger community;
(4) other information that will permit program improvement; and
(5) personal information such as child's age, grade level, etc.

Should you have questions about our evaluation of your child's after school program, please feel free to contact CSE staff at (213) 206-1513. Your cooperation and your child's participation are valuable in helping LAUSD offer after school care of the highest standard.

Thank you for your assistance.

Sincerely,

Pauline E. Brooks, Ph.D.
Project Director, CSE

PB/rc

UNIVERSITY OF CALIFORNIA, LOS ANGELES UCLA

BERKELEY · DAVIS · IRVINE · LOS ANGELES · RIVERSIDE · SAN DIEGO · SAN FRANCISCO SANTA BARBARA · SANTA CRUZ

CENTER FOR THE STUDY OF EVALUATION
UCLA GRADUATE SCHOOL OF EDUCATION
405 HILGARD AVENUE
LOS ANGELES, CALIFORNIA 90024-1522
(213) 825-4711
(213) 206-1532

Deciembre 6, 1990

Informacion acerca de la evaluacion del
programa despues de la escuela **LA's *BEST***
por el Deciembre - Enero, 1991

Estimados Padres o Guardianes:

El Centro para el Estudio de la Evaluacion (C.S.E.) de la Universidad de California, Los Angeles (U.C.L.A.) esta llevando a cabo una evaluacion del programa despues de la escuela (After School Program) en el cual su nino esta matriculado. Este estudio no ayudara a determinar como opera el programa y hacer recomendaciones para su mejoramiento. Solicitamos su participacion y la de su nino en este esfuerzo.

Acerca de esta evaluacion...

Informacion personal y/o identificante sobre ud., su nino y los empleados de su escuela sera tratada CONFIDENCIALMENTE: Nadie podra identificarlo a ud., a su nino, o a los empleados por la informacion que aparecera en nuestros reportes. Cualquier eccepcion sera hecha solamente como la requiere la ley de California.

Su participacion consistira de una entrevista de aproximadamente 15 minutos conducida por telefono una noche. La participacion de su nino consistira de verse con un entrevistante en privado y/o en grupos pequenos con otros ninos en la escuela por aproximadamente 10 minutos durante las horas del programa. Informacion acerca de su nino quizas tambien sera adquirida atraves de la escuela. Los resultados de su escuela seran analizados como parte de un estudio mas amplio del programa **LA's *BEST***.

Preguntas hechas de usted y su nino se trataran por lo general de los siguientes temas:

1) servicios del programa ofrecidos y recibidos;
2) los efectos aparentes del programa en los participantes;
3) los efectos aparentes del programa en la comunidad;
4) otra informacion que permitira mejoramientos al programa; y
5) informacion personal como la edad del nino, nivel en la escuela, etc.

Si tuviera ud. prequntas acerca de nuestro estudio del programa de After School de su nino, por favor comuniquese con el personal de C.S.E. al (213) 206-1513. Su cooperacion y participacion y la de su nino son muy valiosas en ayudar al Distrito Escolar de Los Angeles en ofrecer cuidado para despues de la escuela de las mas alta calidad. Gracias por su atencion.

Sinceramente,

Pauline E. Brooks, Ph.D.
Directora del Proyecto, C.S.E.

PB/rc

UNIVERSITY OF CALIFORNIA, LOS ANGELES

UCLA

BERKELEY · DAVIS · IRVINE · LOS ANGELES · RIVERSIDE · SAN DIEGO · SAN FRANCISCO

SANTA BARBARA · SANTA CRUZ

CENTER FOR THE STUDY OF EVALUATION
CENTER FOR RESEARCH ON EVALUATION,
STANDARDS AND STUDENT TESTING
UCLA GRADUATE SCHOOL OF EDUCATION
405 HILGARD AVENUE
LOS ANGELES, CALIFORNIA 90024-1521
(213) 825-4711
(213) 206-1532

關於在十二月到一月間評價
"洛杉磯市最佳課後活動計劃
(LA's Best After School Program)
給家長的一封信

貴家長先生、女士啓:

加州大學洛杉磯分校評價研究中心(CSE)與洛杉磯聯合學區正在合作進行一項研究評價您子弟所在學校的"課後活動計劃"。這項研究將使我們能更好地了解這一計劃實行的效果併提出改進的建議。為此,我們請您和您的子弟給於協助和合作。

我們對研究中涉及您和您子弟以及計劃執行人員的个人資訊都將保守秘密。我們的研究報告中將不会有任何關於您和您子弟以及計劃人員的个人資訊。即使有任何例外,那也將是按加州法律所要求的。

BEST COPY AVAILABLE

我們將在某天晚間通過電話同您作10～20分鐘的會談。您的孩子將在學校的課後活動時間以個別或小組的形式，用5～15分鐘時間回答一些問題。學校方面也會提供一些有關的資訊。來自各學校的資訊將被用來對更大範圍的"洛市最佳課後活動計劃"作評價。

對您和您的子弟所提的問題將圍繞以下方面：

(1)課後活動計劃所提供和接受的服務；

(2)該項計劃給參加者帶來的明顯效果；

(3)該項計劃給社區帶來的明顯效果；

(4)其它有利於改進該項計劃的資訊；

(5)个人方面的資訊，如您孩子的年齡、年級等。

如果您有任何關於評價該計劃的問題，請打電話給評價研究中心(CSE)：(213)206－1513。您的合作和您子弟的投入將幫助洛杉磯聯合學區提供更好的課後活動服務。

謝謝您的協助！

Pauline E. Brooks

Pauline E Brooks, Ph.D

評價研究負責人，CSE 1990年12月6日

UNIVERSITY OF CALIFORNIA, LOS ANGELES

UCLA

BERKELEY · DAVIS · IRVINE · LOS ANGELES · RIVERSIDE · SAN DIEGO · SAN FRANCISCO

SANTA BARBARA · SANTA CRUZ

CENTER FOR THE STUDY OF EVALUATION
CENTER FOR RESEARCH ON EVALUATION,
STANDARDS AND STUDENT TESTING
UCLA GRADUATE SCHOOL OF EDUCATION
405 HILGARD AVENUE
LOS ANGELES, CALIFORNIA 90024-1521
(213) 825-4711
(213) 206-1532

L.A.'s Best 방과후 프로그램 평가에 관한 정보 (1990년 12월 ~ 1991년 1월)

학부형님께,

L.A. 교육국과 함께 UCLA (남가주대학) 교육평가연구소에서 귀댁의 자녀들이 다니고 있는 학교의 방과후 프로그램을 평가하고 있습니다. 이연구는 얼마나 이 프로그램이 잘운영되고 있는지다 더욱 발전적으로 이프로그램을 운영하기 위한 여론을 수렴하는데 도움을 줄것 입니다.

부모님이나 귀댁의 자녀에 관한 정보는 극비로 처리되어질것이며 아무도 여러분의 신분을 저희의 기록으로 부터 알아낼수는 없습니다. 단일 이것에 예외가 있다면 규정부법에 의해서 요구되어지는 것일 뿐입니다.

부모님의 참여는 한저녁에 전화로 10분~20분동안의 인터뷰입니다. 자녀의 참여는 방과후에 약 5분에서 15분동안 학교에서 다른 학생들과 같이 한 집단으로 상담자와 대화하게 됩니다. 여러분의 학교에서 나오는 결과는 LA's Best 방과후 프로그램 연구의 부분으로 연구되어 질 것입니다.

부모님과 자녀에게 질문된 것들은 대략 아래와 같습니다.

(1) 방과후 프로그램이 제공되어졌고 또 이용했는지.

(2) 방과후 프로그램에 참여하는 것에 대한 효과는?

(3) 큰 지역사회에 주는 이 프로그램의 효과

(4) 이 프로그램을 더 발전시키기 위한 안건

(5) 개인적인 정보 (자녀의 나이, 학년 등등)

여러분 자녀의 방과후 프로그램 평가에 관해 질문이 있으시면 UCLA의 교육평가 연구소 (213-206-1513)에 전화해주시면 감사하겠습니다. 여러분의 협조와 여러분 자녀의 참여는 LA 교육구의 방과후 프로그램을 향상시키는 데 귀중한 자료가 됩니다.

여러분의 협조에 감사드립니다.

Pauline E. Brooks

Pauline E. Brooks, Ph.D.
교육연구평가 소장

1990년 12월 7일

UNIVERSITY OF CALIFORNIA, LOS ANGELES

UCLA

BERKELEY · DAVIS · IRVINE · LOS ANGELES · RIVERSIDE · SAN DIEGO · SAN FRANCISCO

SANTA BARBARA · SANTA CRUZ

CENTER FOR THE STUDY OF EVALUATION
CENTER FOR RESEARCH ON EVALUATION, STANDARDS AND STUDENT TESTING
UCLA GRADUATE SCHOOL OF EDUCATION
405 HILGARD AVENUE
LOS ANGELES, CALIFORNIA 90024-1522
(213) 825-4711
(213) 206-1532

December 6, 1990

Tin tức liên quan đến việc lượng giá
chương trình "LA's BEST Sau Giờ Học"
từ tháng 12 đến tháng 01, 1991

Thân gởi các bậc Phụ Huynh/Giám Hộ:

Trung tâm nghiên cứu và lượng giá học đường (CSE) đặt tại Đại Học UCLA hiện đang hợp tác với Cơ Quan Quan Trị Học Đường LA (LAUSD) để lượng giá chương trình Sau Giờ Học "After School Program" mà các con em quí vị đang theo học. Cuộc phỏng vấn này sẽ giúp chúng tôi biết rõ hơn những ưu khuyết điểm của chương trình để đề nghị những thay đổi thích ứng. Chúng tôi cần sự tham gia của quí vị và con em quí vị.

Về việc phỏng vấn:

<u>Tất cả những tài liệu, tin tức có liên quan đến quí vị, con em quí vị, và các nhân viên ở trong chương trình sẽ được giữ kín.</u> Không ai có thể nhận biết được quí vị, con em quí vị, và các nhân viên qua các bản tường trình của chúng tôi. Tất cả ngoại lệ, nếu có, cần phải phù hợp với luật của tiểu bang California.

Chúng tôi sẽ phỏng vấn quí vị từ 10 đến 20 phút qua điện thoại vào một chiều tối tới đây. Con em của quí vị sẽ tham gia một buổi họp mặt với người phỏng vấn, hoặc riêng rẽ hoặc với một nhóm nhỏ học sinh khác, tại trường khoảng từ 5 đến 15 phút sau giờ học. Nhà trường cũng có thể cung cấp thêm cho chúng tôi tin tức về con em quí vị. Những kết quả thâu lượm từ trường học của con em quí vị sẽ được nghiên cứu chung với các trường học khác trong chương trình "LA BEST After School Program".

Trong buổi phỏng vấn chúng tôi sẽ hỏi quí vị và con em quí vị về các vấn đề:

(1) Những dịch vụ sau giờ học con em quí vị đóng góp hoặc thụ hưởng.

(2) Chương trình có ảnh hưởng gì đối với những học sinh tham gia.
(3) Chương trình có ảnh hưởng gì đối với cộng đồng.
(4) Những gì có thể làm để cải tiến chương trình.
(5) Những chi tiết cá nhân về con em quí vị như tuổi, lớp học, vân vân.

Nếu quí vị có những thắc mắc gì về sự lượng định của chúng tôi về chương trình mà con em quí vị đang theo học quí vị có thể gọi cho chúng tôi tại số (213) 206-1512. Sự cộng tác của quí vị cũng như sự tham gia của con em quí vị sẽ giúp chúng tôi cải tiến chương trình ở một tiêu chuẩn cao nhất. Chân thành cam tạ quí vị.

Pauline E. Brooks

Pauline E Brooks, Ph.D.
Giam Doc Ke Hoach , CSE

UNIVERSITY OF CALIFORNIA, LOS ANGELES UCLA

BERKELEY · DAVIS · IRVINE · LOS ANGELES · RIVERSIDE · SAN DIEGO · SAN FRANCISCO SANTA BARBARA · SANTA CRUZ

«DATA Principal Data»

CENTER FOR THE STUDY OF EVALUATION
UCLA GRADUATE SCHOOL OF EDUCATION
405 HILGARD AVENUE
LOS ANGELES, CALIFORNIA 90024-1522
(213) 825-4711
(213) 206-1532

December 28, 1990

«addressee»
Principal
«school»
«address»
«city», «state» «zip»

Dear «salutation»:

On November 21, 1990, our office sent to you a questionnaire concerning your evaluation of this year's LA's *BEST* program. As of today's date we have not received your completed questionnaire.

Please take a few minutes to complete and return the enclosed questionnaire. Your input is an important part of our evaluation of this year's program.

Thank you for your time. If you have any questions, please feel free to phone me at (213) 206-1513 or Judy Miyoshi at (213) 206-1520.

Sincerely,

Pauline E. Brooks, Ph.D.
Project Director, CSE

PB/jm

Enclosure

UNIVERSITY OF CALIFORNIA, LOS ANGELES

UCLA

BERKELEY · DAVIS · IRVINE · LOS ANGELES · RIVERSIDE · SAN DIEGO · SAN FRANCISCO

SANTA BARBARA · SANTA CRUZ

«DATA Site Coordinator Data»

CENTER FOR THE STUDY OF EVALUATION
UCLA GRADUATE SCHOOL OF EDUCATION
405 HILGARD AVENUE
LOS ANGELES, CALIFORNIA 90024-1522
(213) 825-4711
(213) 206-1532

December 28, 1990

«addressee»
«title»
«school»
«address»
«city», «state» «zip»

Dear «salutation»:

This is in follow-up to our letter dated November 21, 1990 requesting that you return completed staff questionnaires (this excludes high school aides) and the school survey. To date, we have not received all questionnaires from your school. Please encourage your staff to complete their questionnaires and then return those questionnaires and any other outstanding questionnaires (school survey or site coordinator questionnaire) in the self-stamped addressed envelope provided. Data is already being entered into the computers and the absence of your school's data will result in an incomplete picture of the LA's *BEST* program for this year's evaluation.

Should you have any questions, please do not hesitate to call Judy Miyoshi at (213) 206-1520. Thank you for your continued cooperation.

Sincerely,

Pauline E. Brooks, Ph.D.
Program Director, CSE

PB/jm

Enclosure

UNIVERSITY OF CALIFORNIA, LOS ANGELES UCLA

BERKELEY · DAVIS · IRVINE · LOS ANGELES · RIVERSIDE · SAN DIEGO · SAN FRANCISCO SANTA BARBARA · SANTA CRUZ

CENTER FOR THE STUDY OF EVALUATION
UCLA GRADUATE SCHOOL OF EDUCATION
405 HILGARD AVENUE
LOS ANGELES, CALIFORNIA 90024-1522
(213) 825-4711
(213) 206-1532

May 9, 1991

Dear Teacher:

The UCLA Center for the Study of Evaluation is currently in the process of conducting an evaluation, under the direction of Dr. Pauline E. Brooks, of the **LA's *BEST*** program at your school. As a part of this evaluation, we are asking you to complete the attached questionnaire concerning the students in the program. We have kept the questionnaire brief so that the demand on your time will be minimal. Because the questionnaire information is vital to our evaluation, we hope that you will be willing to take the time to complete it.

Please return the completed questionnaire by May 17, 1991, in the envelope provided. If you have any questions, please call me or one of the other project staff at the numbers indicated below.

Thank you in advance for your assistance with the evaluation. We greatly appreciate your time.

Sincerely,

Pauline E. Brooks

Dr. Pauline E. Brooks
Project Director

(213) 206-1513

Judy Miyoshi
(213) 206-1520

Jeanne Dreyfus
(2130 206-1503

Enclosures

Appendix C

Program Schedule

SCHEDULE - HOBART BOULEVARD SCHOOL

Activity	GR	PI	Tr	Mon	Tues	Wed	Thur
				3:00-3:45			
Supervision				June	Blossom	Blossom	June
HOME WORK	K	31	all	Eddy	Eddy	Eddy	Eddy
	1	19	all	Anella	Anella	Marta	Marina
	2	30		Michelle	Marina	Marina	Marcello
	2	20		Miriam	Marta	Michelle	Marta
	3	21		Marina	Alfonso	Maggie	Blanca
	3	22		Marina	Michelle	Marcello	Thelma
English as a second language		27		Alfonso			
Dance/Drill Learn		and		Susan			
Sports Teams	4,5, 6	yard		Laura, Wilson, Milton, Genzy, Ernesto			
Preparation Time							
Aerobics, cooking, Science					Julie	Thelma	
Computers, Arts & Crafts					Blanca	Marco	
In School Scouting				Maggie	Maggie		
				SNACK 3:45-4:00			

Activity	GR	Pl	Tr	Mon	Tues	Wed	Thur
HOME WORK				4:00-4:45			
	4	19		Anella	Anella	Marta	Mariam
	4	20		Mariam	Marta	Michelle	Marta
	5	21	all	Marina	Alfonso	Maggie	Blance
	6	22	all	Mirna	Michelle	Marcello	Thelma
Students who need to complete homework	K, 1, 2, 3	30		Michelle	Marina	Marina	Marcello
Photography, E.S.L.				Alfonso	Eddy	Eddy, Marco	Eddy
Aerobics, Computer Science					Julie	Thelma	
Cooking, Scouting				Maggie	Maggie		
Recreation	K-3	Yard		Laura, Milton, Genzy, Wilson, Ernesto			
				4:45-5:45			
Photography, Science				Eddy	Eddy, Julie	Eddy	Eddy
Aerobics Computer, Scouting				Maggie	Maggie	Thelma	
Arts & Crafts, Cooking					Blanca		
	K	32		Alfonso	Veronica	Veronica	Veronica

Activity	GR	Pl	Tr	Mon	Tues	Wed	Thur
PERSONAL ACTIVITIES, HOMEWORK, RECREATION	1	19	all	Anella	Anella	Marta	Mariam
	2	20	all	Mariam	Marta	Michelle	Marta
	3	21	all	Mariana	Alfonso	Maggie	Blanca
	4	22	all	Miriam	Michelle	Marcello	Thelma
	5,6	30	all	Michelle	Marina	Marina	Marcello
Attendance				Veronica Karla	Karla	Carla	Carla
In School Scouting				Carla	Carla		
Kindergarten		32		Ernesto	Ernesto, Veronica	Ernesto, Veronica	Ernesto, Veronica
Aerobics						Genzy	
Science/Computer					Karla, Genzy		
Computer		21		Genzy			Genzy
		20		Wilson	Wilson	Wilson	Wilson
SECURITY				Milton, Joe	Milton, Joe	Milton, Joe	Milton, Joe
				Laura	Laura	Laura	Laura

Activity	GR	PI	Tr		Friday		
						4:00-5:00	
	4	19			Anella		
	4	30			Mirna		
	5	21			Thelma		
	6	22			Michelle		
Homework, Attendance, Posters		32			Marina, Marcello		
E.S.L.		27			Alfonso		
Sports Teams	K, 1, 2, 3	yard	all		Manuel, Milton		
Dance, Drama	all	and	all		Susan		
					5:00-5:45		
RESERVATION	K	31			Marcello		
	1	20			Marina		
	2	19			Anella		
	3	21			Thelma,		
	4	22			Michelle		
	5,6	30			Mirna		

Activity	GR	Pl	Tr		Friday		
					3:00-4:00		
	K	31		Marcello Veronica			
	1	19		Anella			
	2	20		Marina			
	2	30		Mirna			
	3	21		Thelma			
	3	22		Michelle			
E.S.L.		27		Alfonso			
Dance, Drill Team		aud		Susan			
Attendance		32		Carla*			
Sports Team	4,5, 6	yard		Manuel Milton			
SNACK	all	Benc h					

Appendix D

Special Enrichment Activities

LA's *BEST* ENRICHMENT ACTIVITIES
1990-1991
(as of June 4, 1991)

DRAMA

"Annie"
California Music Theatre
Pasadena Civic Auditorium

"Clothespins and Dreams" Musical
California Music Theatre
Pasadena Civic Auditorium

"Footprints on the Moon"
Musical Review of America's Space Program
Theatreworks USA
La Mirada Theatre

"Mozart, Monsters & Matisse"
Marshall Izen
Cal Tech Theatre

"Iolanthe" Comic Opera
Gilbert and Sullivan
Pasadena Civic Auditorium

"In A Room Somewhere" Musical
California State University Los Angeles
Department of Theatre Arts and Dance

"My Fair Lady"
California Music Theatre
Pasadena Civic Auditorium

"The Secret Garden"
The Great American Children's Theatre
Wilshire Theatre

"Freedom Song"
Mark Taper Forum

"Dreams of Darkness"
Plaza de la Raza

DANCE

Los Angeles Contemporary Dance Theatre (3 sites)
"I Do Dance, Not Drugs"
10-week instruction program; culminating performance

City Hearts (1 site)
Dance Instruction

Performing Arts Workshop - Rhoda Robinson (3 sites)
10-week instruction

MUSIC

Los Angeles Philharmonic Brass Ensemble (19 sites)

Los Angeles Philharmonic Percussion Ensemble (19 sites)

Los Angeles Philharmonic String Ensemble (19 sites)

Los Angeles Philharmonic Woodwind Ensemble (19 sites)

Los Angeles Philharmonic Concert (19 sites)
Wiltern Theatre

African Instrument Making Workshop
6-week workshop; culminating performances

VISUAL ARTS

International Puppets Mobile Truck
LA Festival

International Shrine Exhibit
LA Festival

Gene Autry Western Heritage Museum

LAUSD YOUTH SERVICES TRAVELLING PROGRAMS

Pentathlon Events - Bill Peck
Skill Building and Competition -- standing long, 50-meter dash, softball throw for distance and 600-meter run/walk. On site and culminating competition

"Fitness Gram"
10-week program of recreation

"Music and Motion"
Singing, Music and Juggling Instruction

Rollerskating Instruction & Recreation

Visiting Nintendo Entertainment Program

SPORTING EVENTS

L.A. Dodgers Game
Dodgers Stadium

Jesse Owens Track Meet

Mount Sac Relays

Flag Football Competitions
(inter school)

Summer Olympics

3 on 3 Basketball Competition

Valley Softball Competition (3 pitch)

Volleyball Competition

SPECIAL EVENTS

KIDFEST (18 sites)
Halloween Party at City Hall

Los Angeles Marathon
Entertainment Center Performances by LA's ***BEST*** children

Wildlife on Wheels
Visiting Science Program

JPL Science Show (Bob Brooks)

Quiltmaking at Barnsdall Jr. Arts Center

Ringling Brothers Circus
Los Angeles Sports Arena

Los Angeles Children's Museum

Magic Mountain

Disneyland

Universal Studios

Will Rogers State Park

Appendix E

Gang Crime Data

LA's *BEST*
Data pm **Gang Activity** in Los Angeles City

1. Source of Information: The following information was obtained from a CRASH unit of LAPD.

   A. CRASH stands for Community Resources Against Street Hoodlums.

   B. CRASH units work only with gang problems.

   C. There are four CRASH sites—one assigned to each Bureau within the city.

2. General Information

   A. There are 18 LAPD divisions in the City of Los Angeles and each division is divided into different reporting districts. Each school resides in a smaller reporting district.

   B. Division in which eight intensive study site schools are located:

      1) school # 2 - West Valley
      2) school # 3 - South East
      3) school # 4 - Harbor
      4) school # 6 - Hollenbeck
      5) school # 7 - Wilshire
      6) school # 8 - Devonshire
      7) school # 1 3 - Hollenbeck
      8) school # 1 4 - South East

   C. The top four LAPD divisions with the most gang activity are:

      1) Newton - highest gang activity
      2) Rampart - second highest
      3) Hollenbeck - third highest
      4) South East - fourth highest - (Gang activity in this division dropped somewhat in 1990, but these gangs are either the fourth or fifth most active in the city.)

3. Gang Data

   A. General

      1) There are approximately **500 gangs** in the City of Los Angeles.

a) These are "broken down into sets," i.e., the Bloods, the Crips. Each set is further broken down into subgroups according to those "from different streets."

b) Police have approximately 50,000 gang member names "logged into the computer."

2) Gangs can be of any composition—ethnic groups, association groups, etc. For example, Hispanics, Blacks, Prison gangs, Motorcycle gangs.

3) "Hispanic gangs have been more active in the past few years than Black gangs"

a) "The Hispanic gangs are very active. With Hispanic gangs, it seems to go in cycles, and for a while most of the gang members had gotten older or were in prison. Now the younger kids are getting involved. There's more gang banging."

b) "The Blacks are quieter than the Hispanics. That doesn't mean that they are not doing anything. It's just that in the past few years there's been a lot of pressure on them...They've moved out."

c) Examples of crimes that CRASH records:
- murders
- attempted murder
- felony
- assault with a deadly weapon (ADW)/felony "anything from a broomstick to a gun"
- battery
- robbery
- shooting at an inhabited dwelling
- drive-by shootings
- kidnapping
- rape
- arson
- intimidating witnesses, e.g., "Asian gangs going into stores"

B. Specific Data—verified gang related crimes

1) The entire City of Los Angeles

a) Overall crimes:

1987	1988	1989	1990
5130	5371	7332	7725

b) Murders:

1980	1988	1989	1990
192	257	308	329

2) Divisions: crimes committed by gangs

a) Hollenbeck - overall crimes (schools #13 and #6) ("Heavy Hispanic" - approximately 40 gangs)

1989	1990
582	708

b) South East Bureau - overall crimes (schools #3 and #14) - (mostly Black gangs)

1989	1990
594	703

c) Harbor - overall crimes (school 34)

1989	1990
515	637

d) Devonshire - overall crimes (school #8)

1989	1990
92	150

e) Wilshire - overall crimes

1989	1990
332	398

3) Detailed look at one division and reporting district - Wilshire (school #7)

a) Wilshire Division overall gang crimes

1989	1990
332	398

b) Overall gang crimes - Reporting District #748 (school #7 resides in this reporting district)

1) 1990 - 6 crimes
   - 4 aggravated assaults

1) 1990 - 6 crimes (continued)
- 1 brandishing a firearm-occurred during school hours
- 1 robbery

2) 5 of the 6 crimes were either on the weekend or at night
- 3 Saturday/Sunday
- 1 at 9:40 p.m.
- 1 at 2:05 a.m.

c) Comments related to gang crimes:

1) There are 84 reporting districts in the Wilshire Division. School #7 is in one of these districts.

2) If you divide 84 districts into 398 (the number of gang crimes) then you get a mean of 4.7 gang crimes per district.

d) Comments related to overall non-gang crimes:

1) In the 4th quarter of 1990, reporting district #748 (school #7) had 91 Part I crimes in addition to verified gang related crimes. The entire Wilshire Division had 5967 Part I crimes or attempted crimes committed. The mean is 71 crimes per reporting district. So school #7 is in a district that has a much higher crime rate than the mean.

2) Part I crimes or attempted crimes for reporting district #748 - 4th quarter, 1990 - incomplete list
- 5 residential robberies
- 10 other robberies
- 4 business robberies
- 8 burglaries
- 3 auto thefts
- 2 rapes
- 15 aggravated assaults
- 1 bicycle theft
- 0 murders